

Newton Solney Pre-School

Inspection report for early years provision

Unique reference number	206830
Inspection date	28/03/2012
Inspector	Jayne Rooke

Setting address	Newton Solney C of E Infant School, Trent Lane, Newton Solney, Burton-on-Trent, Staffordshire, DE15 0SF
Telephone number	07788423171
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Newton Solney Pre-school is run by a committee. It opened in 1999 and moved to the current premises in 2007. It operates from a purpose built mobile classroom situated in the grounds of Newton Solney Infants School, in Derbyshire. The pre-school serves the local and surrounding area and has strong links with the host school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 12noon, an additional session is available on a Tuesday from 12noon until 3pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 25 children aged from two years to under five years on roll. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for two- three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven members of child care staff. Of these, five hold appropriate early years qualifications. The pre-school receives support from the local authority and is a member of a recognised childcare organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make significant developments in their progress within this inspirational and highly effective setting. Their unique interests and learning styles are captured through highly effective observation and assessment methods, which guide and inform the educational programmes. As a result, children eagerly participate in a varied and exciting range of play and learning experiences, which present excellent levels of challenge across most areas of learning. Partnerships are exceptionally strong and supportive, ensuring that parents, carers, health agencies and co-educators are working towards a common goal in raising children's capabilities and achievements. Self-review systems are used very effectively to promote a culture of continuous improvement and professional development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the range of opportunities for children to explore diversity and

difference further.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. Staff adhere to rigorous safeguarding policies and procedures and regularly up-date their knowledge, to ensure their practice is current and effective. Children's safety and well-being is further promoted because thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing to minimise risks and hazards. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children receive excellent levels of support in all aspects of their care and learning, helping them to feel special and valued. Staff skilfully facilitate children's learning, responding positively to their spontaneous interests and observations. They help children to develop a secure understanding of the diverse world through practical and meaningful activities and projects. Consequently, children are beginning to explore a wider range of faiths, beliefs and traditions and attend religious and community services in the local area. Although, opportunities to explore diversity and difference in other areas is not fully established. Children play with high quality resources which are effectively organised to encourage them to plan, choose and make decisions for themselves. They enjoy a well-balanced programme of activities which inspire them to explore, investigate and to share each other's experiences.

The provider actively seeks out the views and feelings of the children and their parents along with those of the staff and other childcare professionals, to guide and inform the self-review process. As a result, the provider is able to quickly respond to new ideas and suggestions, leading to enhanced developments in the range of learning opportunities within the setting, the school and at home. Recommendations from the previous inspection have been successfully addressed, resulting in highly successful outcomes for children's safe care and education.

The quality and standards of the early years provision and outcomes for children

Children make rapid progress towards the early learning goals. They are actively engaged in a broad range of stimulating learning and development experiences, which extend their capabilities and interests across the areas of learning. For example, children demonstrate advanced technology skills, operating the computer key board and mouse with high levels of control and understanding, achieving successful outcomes. Younger children receive close and supportive attention to assist them in attaining new skills, smiling proudly when they successfully complete a task. Staff use positive and encouraging vocabulary to encourage and build

children's confidence and self-esteem, enabling children to persist at a chosen task 'without a problem'.

Children use small and large numbers in their everyday play, counting with ease to 16 and above. They know how to check the time on the clock, with some assistance, pointing out the position of the big and small hand. They look back at pictures of their previous activities, instantly recognising the missing numbers on a clock puzzle. They use small and large construction toys to invent, design and build models, using 'big', 'medium' and 'small' vocabulary to compare sizes of different objects.

Children settle well and respond with enthusiasm to familiar routines. They love to sit together at group time and confidently express their thoughts, feelings and ideas. They use letter sounds and words to communicate their meaning, confidently singing the alphabet song. They laugh and giggle as they sing funny songs about 'Peter Rabbit' and the 'fly upon his nose' and express their creativity and imagination as they joke how the 'rabbit will spit the fly out to make his tummy better' when he goes to see the 'vet doctor'. A wide range of enticing dressing-up costumes and themed role play areas, enable children to expand their imaginative play as they wear the vet's outfit and 'collect the animals up' in special box carriers to take them to the 'hospital' to 'make them better'.

Children are encouraged to express their feelings and emotions in a variety of ways. They respond to significant experiences through songs, rhymes and stories and explore the impact of colours they see around them on the changing environment and their moods. They use a wide range of materials to paint, draw and create in flat and solid dimensions, proudly displaying their artistic creations in their folders and around the setting. They are developing a sound awareness of environmental issues, observing the natural world around them and participating in a fund-raising cake-bake and re-cycling projects. They learn to value and respect the local community, enjoying special lunch time events with elderly residents at the 'Tuesday club'.

The outdoor area is valued as an extended learning environment, as well as providing continuous opportunities for children to be active and to benefit from regular fresh air and exercise. Children move around freely, balancing and climbing on low-level equipment. They experiment with water, filling and emptying varied containers and delight in making marks on the wall with water and paintbrushes. They use the school hall and playing field for further active games and robust play. They can rest and relax indoors in the cosy book corner and enjoy supervised explorations in the sensory garden. They develop excellent levels of independence, managing their self-care routines with confidence and minimal support. They pour drinks for themselves, using child-sized jugs and containers. They enjoy varied and nutritious snacks which helps them to adopt a healthy lifestyle. Children enjoy positive relationships with the staff and each other, promoting kind and respectful behaviour.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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