

Blaby Pre-School Limited

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Blaby Pre-School was re-registered in 2011. It operates from three rooms in a community building in a village in Leicestershire. The group is open from 9am until 12 noon on a Monday and Thursday and 9am until 3pm on Tuesdays, Wednesdays and Fridays, during term time only. Children come from the surrounding local areas.

The setting is registered on the Early Years Register and is able to care for a maximum of 26 children at any one time. There are currently 40 children on roll between two and five years. The setting currently supports children with special educational needs and/or disabilities. The pre-school employs 11 members of staff. Of these, most hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the early learning goals which is apparent in their effective interactions with children in their play. Children are safe and secure at the setting as staff are vigilant in their supervision of children and are knowledgeable about safeguarding and child protection. Partnerships with parents and carers and outside agencies are good and parents receive comprehensive information on the setting. However, they are not yet fully involved in their children's learning through continuing some activities at home or contributing to their progress records. Staff evaluate their provision well which ensures that the needs of all children are met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure parents are fully involved in children's learning by contributing to their progress records and continuing some activities at home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the pre-school as staff are knowledgeable and well trained in their implementation of the effective policies and procedures. The premises are secure and all risk assessments are meticulously carried out which means children are safe both on and off the premises. Children are taught to keep themselves safe through reminders, such as to take care not to spill water on the floor in case someone slips or to be careful with scissors. They are safe because staff have a good knowledge of child protection.

An interesting range of resources is used effectively by staff to promote the early learning goals so that all children make good progress. Children choose from the

toys set out on the floor or on tables, such as, construction toys, small world, dressing up clothes, the pet shop role play area or a creative table. The large room is well organised with plenty of space for children to initiate their own activities using the available resources. A large, comfortable book area is used well by children.

Staff meet regularly to discuss planning and all aspects of provision, including ways in which to meet individual children's needs. They evaluate their provision, have annual appraisals and target training needs. Staff are well motivated and attend regular training courses. The pre-school receives advice from the local early years team and has addressed the previous recommendations. For example, children's learning outdoors has been extended and staff are aware of who to contact should an allegation be made against them.

Partnerships with parents and carers are good and they are given verbal and written information on their children's progress and activities. They are invited to fill in questionnaires on the provision, contribute to their children's records with photographs or comments and to continue activities with them at home in order to be fully involved in their children's learning. However, few parents do this at present. The pre-school has good links with local primary schools which aids children's transition.

Children with special educational needs are supported well in the pre-school. Staff work closely with parents and other professionals, such as, a speech and language therapist or health visitors. They attend specific training and meet children's individual needs through their careful planning and observations. This means that all children are included in the life of the setting and are making good progress.

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

Planning is clear and effective and relates to the early learning goals. Staff record their observations of children's progress in their 'Learning Journeys' through photographs and written comments. This enables them to plan their next steps and to include them in the following week's planning so that all children build on their learning. Staff interact skilfully with children in their play, developing their language and vocabulary well. Children enjoy exploring textures in the bubbles, using their imagination in the role play and dressing up or playing ball with staff. They are learning the shapes and sounds of letters through an interesting variety of activities, songs and rhymes. Children hold up the correct number of fingers when singing 'Five Little Specked Frogs' and are learning numbers and mathematical skills through their activities and everyday situations. They are developing their physical skills well by using the large equipment at the park, playing with balls, hoops and bean bags and taking part in movement activities. Children find out about their local area and nature through their many outings to the shops, the library, parks or an annual trip to the zoo. Children use exciting play computers and push button toys to develop their technological skills effectively.

Children show they feel safe at the pre-school by joining in with songs and discussions with enthusiasm and interacting well with staff. They are confident in asking for things they need, such as, help using scissors and in choosing activities. Children are very happy and settled in the friendly welcoming atmosphere of the pre-school.

Children's health and well-being is promoted effectively. A range of good policies and procedures are in place which ensure hygienic practice in nappy changing and hand washing and protect children from the spread of infection. They learn about healthy eating and choose from a selection of fruit, bread or cheese at snack time. Children are given milk, juice or water and are kept hydrated throughout the sessions. Children have exercise each day and fresh air in dry weather.

Children's behaviour is very good and they are learning to have an awareness of the needs of others through reminders each week and through the good examples set by staff. There are good relationships between children and staff and children are praised and given high self-esteem. For example, a child is made to feel proud of being able to name the correct month on the calendar. Children tidy up willingly and concentrate well during a number song. They cooperate happily in their play and show delight when singing the 'good morning' song to greet each other. They listen to instructions, respond well and are learning to share and to be kind to each other. Children learn about diversity and the wider world through activities, such as eating noodles for Chinese New Year and finding out about Diwali, Christmas, Easter, St David's Day and other festivals and celebrations. Resources and books from the library are used well to support this learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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