

Glenfall Pre-School

Inspection report for early years provision

Unique reference number	511772
Inspection date	25/04/2012
Inspector	Carol Warrant

Setting address	Glenfall CP School, Glenfall Way, Charlton Kings, Cheltenham, Gloucestershire, GL52 6XZ
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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).

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

Glenfall Pre-school opened in April 2001 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee run setting situated in a self-contained area within Glenfall Primary School in the Charlton Kings area of Cheltenham. The setting operates from one classroom, which is divided up by use of furniture to create different areas of learning, and has a cloakroom area and toilet. There is an enclosed outdoor space with role play area, planting area and wooden structure. The school hall, playground, playing field and adventure play area are used as additional play spaces. Children attend from the local and surrounding areas. A maximum of 21 children may attend the setting at any one time. There are currently 30 children from two-years-nine months to under five years on roll. Of these, 22 children receive funding for nursery education. The setting is open each week day from 9am to 12.30pm during school term time with additional afternoon sessions for older children prior to school transfer. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting employs seven staff. Four members of staff hold appropriate childcare qualifications at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as the setting has a strong commitment to inclusion, which ensures that individual needs are met well. Children behave well and planning mostly ensures children are suitably challenged. The indoor and outdoor environments are well designed and resourced to support children's learning in most areas and to encourage exploration. Self-evaluation is used effectively to identify areas for development and recommendations from the last inspection have been implemented. The joint managers have a clear vision for the future of the setting which is shared by all staff and the committee. This demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the systems for identifying the next steps in children's learning to ensure that planning is effective in providing all children with appropriate challenge
- improve the use of information and communication technology resources to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding issues and regularly update their training, which ensures they are aware of procedures to follow should they have concerns about any of the children. All staff are well trained in first aid and child protection requirements. There are good procedures in place to ensure that adults caring for children are suitable to do so, including references and Criminal Record Bureau checks. Thorough and comprehensive risk assessments ensure that the premises and equipment are safe for children to use. Staff are vigilant about ensuring children are safely supervised. The managers have a strong vision for the setting and communicate this to staff. As a result, staff work well together to ensure good outcomes for children. Staff use self-evaluation effectively to review the quality of the provision and make improvements. They include the views of parents and carers through questionnaires, as well as the views of the children. For example, the children helped to compile a set of safety rules so that everyone understood the reasons for hand-washing and what the big red fire bell was for. Resources are regularly reviewed and new equipment added, based on children's needs and interests. These include a good range of resources and images reflecting diversity in society. However information and communication technology resources are few and this hampers learning in this area. The setting promotes equality and diversity well. Any kind of discrimination is actively discouraged. Staff have a strong commitment to inclusion and a good knowledge of each child's background and needs. Several children who are learning English as an additional language attend the setting and staff request from parents a list of basic vocabulary in the child's home language to support them. Staff are pro-active in seeking help from external agencies to support children with specific needs and provide additional resources as needed. This ensures that all children make good progress in relation to their starting points. Parents and carers speak very highly of the setting. They report that their children love attending and would like to come at the weekends too. They feel well informed about their children's achievements and meet with their children's key persons at regular intervals to review their child's progress. Each child has recently started taking home a communication book which enables information to be shared between home and setting. Regular newsletters keep parents and carers informed about their children's activities. Staff provide helpful information on topics and suggestions for activities which enables parents and carers to support their children's learning at home. The setting has established a good system for sharing information where a child attends more than one setting and on transition to school, which supports continuity in their learning and development. The setting works well in partnership with external agencies to provide specialist support to promote children's achievements and well-being.

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

Children have great fun exploring and learning in the setting. They are free to play indoors or out for most of the session and choose their own activities or join in focused activities. The outdoor classroom provides exciting opportunities for children to extend their learning in different ways. For example, they develop their language and imaginative skills well when they explore the pirate boat and enthusiastically care for their environment by sweeping away puddles and drying equipment after heavy rain. Children practice and improve their balancing skills as they explore the school adventure playground. They use the wooden blocks and train set to build a sophisticated network with tunnels and bridges, an activity which they sustain for an extended period, demonstrating good co-operation skills. Children have lots of opportunities to be creative: they paint, make models and play with dough. They enthusiastically join in activities to explore minibeasts and make models and pictures using various materials. Children develop their fine motor skills effectively and learn to use a range of different tools well. They learn to use knives and scissors safely, for example to chop up fruit for snack time and to cut out their detailed bug pictures. Children receive good support from adults to extend their learning. Staff ask open-ended questions to develop children's thinking skills and introduce basic mathematical language into everyday routines. For example children count how many are at the table for snack and calculate 'one more' and 'one less'. Children take part in a broad range of activities to support their literacy development, such as cutting out letters from play dough, and are encouraged to recognise and to write their names in group time. They develop good skills for the future and become familiar with the school environment by using some of the school's facilities, such as the hall and playground. Children enthusiastically engage in activities and staff use positive techniques to promote good behaviour. They encourage children to share and take turns, and to be polite and mindful of each other's feelings. Staff regularly praise children and give them lots of encouragement to try new things, which develops their confidence and self-esteem. Children take part in a good range of activities to support their understanding of diversity, such as celebrating different festivals. Children learn about healthy lifestyles and show a good awareness of which foods are good for them. Children feel very safe at the setting and learn how to keep themselves safe in everyday activities, such as using the climbing frame, and through topics such as road safety. Staff complete regular observations of the children and note any significant comments or achievements, which contribute to children's individual plans. However, the systems for identifying the next steps in children's learning are inconsistent, which means that sometimes children are not fully challenged and opportunities are missed to extend their understanding. However, staff meet weekly to discuss children's progress and plan activities based on children's needs and interests, so that overall children make good progress according to their abilities.

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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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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