

Lawn Pre-School

Inspection report for early years provision

Unique reference number 109046
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Inspector Fiona Robinson

Setting address Lawn Primary School, Brecon Close, Cleeve Lawn,
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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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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

Lawn Pre-School was registered in 1976. It is managed by a voluntary management committee made up of parents at the pre-school and members of the local community. It operates from two classrooms within the grounds of Lawn Primary School, Swindon, in Wiltshire. Children attend from the local community. All children share access to a fully enclosed outdoor play area. The setting also has the use of the school hall, music room and outdoor environment. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting may care for no more than 52 children from two years to under eight years any one time. Currently there are 92 children aged from two to under five years on roll and of these, 91 three to four-year-olds receive funding. The setting is open five days a week during term time. It is open from 8.50am until 11.50am and 11.50am to 2.50pm on Mondays, Tuesdays and Wednesdays. This includes a lunch club which runs from 11.50am to 12.50pm. On Thursdays and Fridays it is open from 8.50am to 11.50am. Children attend for a variety of the sessions on offer.

There are 14 members of staff who work with the children. Of these, seven hold National Vocational Qualifications (NVQs) at Level 3 or the equivalent, and five hold NVQs at Level 2, one of whom is working towards Level 3. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children eagerly participate in activities and achieve well overall in this good setting, because they are fully included in a wide range of activities. Excellent partnerships with parents and carers, the host school and outside agencies ensure that most of the children's individual needs are met. Staff take into account their interests, although opportunities to learn in the wider outdoor environment and the use of technology to record their experiences are not fully maximised. Children behave extremely well and staff are highly skilled at helping them to make safe decisions. The manager and staff clearly identify where their strengths and areas for development lie, such as the layout and organisation of the outdoor area, and show a good commitment to continuous development.

What steps need to be taken to improve provision further?

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

- develop problem solving and investigatory activities in the outdoor environment
- widen the use of technology in activities so that children can record and

share their experiences.

The effectiveness of leadership and management of the early years provision

Staff have an outstanding understanding of safeguarding and child protection issues. They carry out daily risk assessments to identify and minimise any potential risks and hazards. Staff ensure that comprehensive policies and procedures are fully implemented. There are robust staff recruitment and vetting procedures in place to check the suitability of those having contact with the children. Staff are deployed very effectively indoors and outdoors to ensure children's safety. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Parents and carers are very familiar with the rigorous procedures for the collection of children. Security within the setting is excellent. Children access resources maintained to a high standard.

The setting is well-led and managed because the manager, provider and staff have strong ambition and drive. They meet together regularly to discuss planning and assessment. The views of parents and children are taken into consideration when identifying areas for improvement, such as the outdoor environment. Good progress has been made in addressing the recommendations of the previous inspection. In particular, staff have improved opportunities for children to develop their creativity. There are good self-evaluation systems in place and staff regularly monitor the activities of the children. Effective use is made of a good range of resources to meet most of the children's needs. However, opportunities for children to explore and investigate their environment to develop their problem solving skills are not fully developed. Planning indicates that opportunities are sometimes missed for children to use technology, such as the digital camera and computer, to record and share their experiences. Staff promote equality and diversity to an exemplary level by ensuring that children learn to appreciate festivals and cultures. They provide outstanding support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so they make similar progress to their peers. Staff regularly access training to enhance their experiences and qualifications.

Partnerships with parents and carers are outstanding because staff are very welcoming and supportive. Parents consider that their children enjoy coming to the setting because they have fun in a bright, stimulating environment. They are kept very well-informed of their children's achievements and progress and are appreciative of the learning journeys which are shared with them. They receive regular information about special events, such as visits to the library, museum and local woods through informal discussions, newsletters and the parents' notice board. Parents from a wide range of cultures share their lifestyles and customs with the children, such as life in India and France. Partnerships with the host school are outstanding because there are excellent links with staff to ensure children have a smooth transition into full-time education. The setting benefits from the use of the hall and the outdoor activity area. There are excellent links with outside agencies who help staff to support children with special educational needs and/or disabilities.

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

Children achieve well because there is well-organised, purposeful play. Staff recognise how children learn and incorporate their thoughts and ideas into the planning and organisation of activities. Planning is evaluated carefully and staff use the information to help children to further develop their skills. Themes, such as 'Castle and Knights', 'Spring' and 'The Olympics' enhance their experiences. Children behave extremely well because staff are excellent role models with a consistent approach to managing the children's behaviour. They cooperate very well with one another and respect the rules and boundaries which they helped to compile and reflect their excellent contribution to the setting. Children have high self-esteem and independence is promoted very effectively. They are fully included in activities and gain an excellent understanding of the wider world. Festivals, such as Diwali, Christmas, Australia Day and the Chinese New Year enrich their understanding of other lifestyles, customs and cultures. They enjoy learning about life in China, Italy and Turkey and tasting food from other countries.

Children's health is promoted well through physical exercise and healthy eating. They develop a good understanding of keeping healthy and explore the taste of a wide range of fruits and vegetables at snack time. Their physical skills are developed well as they ride their pedalled vehicles, dance to music and balance on the outdoor trail. Children make their own healthy choices, such as selecting their own toppings for pizzas. They feel very safe and secure and show an excellent awareness of keeping themselves and others safe. Children carry out their own risk assessments indoors and outdoors and compare their findings with staff. They use equipment very safely to prepare their own fruit salads, fruit kebabs and sandwiches. Children benefit from talks on safety from the police and fire services. They are very keen to practise their road safety skills when they go for walks to the local library and church.

Children enjoy coming to the setting and achieve well in most of their activities. Their communication, language and literacy skills are developed well through role play in the post office and garden centre. Most write their names by the time they leave the setting. Children enthusiastically participate in activities on sounds and letters. They enjoy listening to the story of 'Goldilocks and the Three Bears' and re-tell this through role play. Children's creative skills are developed well as they paint pictures of themselves and create colourful patterns with fruit, vegetables and handprints. They create colourful collages of dinosaurs and volcanoes. By the time they leave pre-school, most count to twenty and beyond and identify two-dimensional shapes in the environment. They enjoy searching for mini beasts and practise their counting skills as they sing 'Five Speckled Frogs'. Children confidently use the computer to complete simple programs. Their physical skills are developed well as they have a weekly PE session. Children are eager to explain the significance of the Olympic rings. Overall, they are prepared well for their next stage in 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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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

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