

# Eyke & Area Pre-school

Inspection report for early years provision

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**Unique reference number** EY441544  
**Inspection date** 05/07/2012  
**Inspector** Sarah Williams

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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

Little Leaders Childcare Ltd, trading as Eyke and Area Preschool, is a privately owned and managed pre-school in Eyke, Suffolk. It is situated adjacent to the local primary school and operates from three rooms in The Old School House building. The pre-school operates from two levels with toilet facilities on each floor. Children have access to two secure outdoor play areas and playground. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 21 children in the early years age range may attend at any one time and there are currently 44 children on roll. The pre-school opens five days a week, during school term times, from 8.45am to 3.15pm.

The setting has close links with the adjacent primary school. It currently employs five members of staff, all of whom hold early years qualifications. One member of staff is studying for a foundation degree in childcare and one has completed the degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the pre-school and receive a high standard of care because the qualified staff work very closely with individual children and their families to meet the children's needs. Staff use their knowledge of the Early Years Foundation Stage to provide a good range of stimulating play and learning opportunities and demonstrate that they fully understand the welfare requirements. The environment is child friendly and generally well resourced, with some displays to stimulate children. The effective partnership with parents ensures they are able to contribute to children's learning and achievements. Successful steps are taken to self-evaluate the provision for children and the setting has the capacity to make continuous improvement.

## What steps need to be taken to improve provision further?

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

- improve the use of print in a variety of contexts by reviewing the labelling and signage in the outdoor areas, upstairs playroom and the bathrooms to enrich and enhance the learning environment for children
- provide a wider range of resources and activities, such as, music and stories, artefacts and images, to reflect diversity and celebrate differences in culture.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because all staff have attended training and have a good understanding of safeguarding procedures; they know what steps to take to protect the welfare of children in their care. Children are kept safe as the qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place to ensure staff are suitable to work with children. Detailed risk assessments are carried out on all aspects of the premises, and for any outings undertaken, to provide a safe environment. Documentation and paperwork to support children and ensure the efficient running of the setting is all in place and maintained to a good standard. The setting has a range of policies and procedures available to parents.

Children have very good opportunities to take part in their local community with many outings, for example to the village shop or a local farm, where they are allowed to hose down the pigs. They benefit from very well developed links with the adjacent primary school and staff make good use of facilities, such as, the playground, field, large climbing equipment and a swimming pool to enrich the children's experiences. The furniture and play materials are, generally, of good quality, are imaginative and support children in all areas of development. They are all easily accessible, which promotes children's independence as they make choices about what they wish to play with. Children celebrate some world festivals but there are few resources or positive images of diversity for them to relate to.

The staff have been involved in the self-evaluation process and identified some areas for improvement which the setting is addressing. For example, producing a topic board to show parents what children are working on. Parent's views are sought through the use of questionnaires and their suggestions are acted upon. Staff are keen to accept support from the local authority and incorporate ideas from other professionals with whom they have contact, in turn children's care and learning are enhanced. Children benefit from the continuity of care between rooms and other settings as staff have effective transition arrangements in place.

The effective partnership with parents ensures that staff have a good knowledge of each child's home circumstances and individual needs. Children with identified additional needs are very well catered for and staff work in close partnership with parents and other support agencies to ensure all children make progress and achieve their full potential. Parents are kept well informed by means of a regular newsletter and a newly developed website, which details all aspects of the setting.

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

Children are confident and have a strong sense of belonging at the setting. They enjoy using the range of toys and equipment and the free flow play between the outdoor play areas and the playrooms. There are areas for messy play and crafts, as well as a quiet area for enjoying books which has comfortable seating. The

organisation of the sessions and staff's good knowledge of the children's stages of development mean they make good progress towards the early learning goals. The planning is based on interesting topics such as 'people who help us' and incorporates children's ideas and interests as well as current events, such as, the Olympic torch relay.

Staff observe and assess children as they play and work and use this information to complete a 'Learning Journey'. This, together with examples of children's work and detailed next steps, form a record of achievement and show how children are progressing toward the early learning goals. Parents have the opportunity to view and contribute to these and ensure that staff are updated in regard to children's interests and abilities at home.

Children are enthusiastic and relish the many and varied activities on offer. They help to make an Olympic torch, complete with authentic looking 'flames' and take part in a procession around the school playground. This ties in with the community event that some of them will attend later. Children talk about what they enjoy most, one child said she liked to sing songs and had learned new actions for 'Old Macdonald's Farm' which she was eager to demonstrate. The new actions were part of the 'Makaton' signing that children use as part of their communication skills. This caused merriment as staff and children alike sang the song whilst getting ready for lunch. Children develop and refine their problem solving strategies due to the staff's skilled use of open ended questioning. For example, a child needs to access some paint at the bottom of a pot and the staff member asks her 'How do you think we can do that?'. Between them, a solution is reached. The free-flow play allows the children to use the resources in imaginative ways and to be active learners, for example, a child takes a piece of yellow coloured acetate from the craft area and places it over painted red and blue circles on the wall outside. He is fascinated by the colour changes and realises that yellow and red make orange, and yellow and blue make green. Children demonstrate appropriate levels of concentration as they spend time at their chosen activity, such as, a board game or sharing a book from the book corner.

The children learn to care for living things as they have several pets at the setting, including gerbils and guinea pigs. They understand that the animals need food and water and a safe place to live. Children can use facilities in the adjacent school, such as, the swimming pool, which helps them gain in confidence and independence, as well as honing their physical skills.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. Children can help themselves to drinks at any time as they become thirsty. Snacks are provided at regular intervals and children take a full part in preparing and serving these. This raises their self-esteem and independence as well as social and behavioural skills as they sit together to eat. There are some displays of children's work on the walls, as well as posters. However, the outside areas, the upstairs playroom and the washrooms lack any meaningful labelling and signage to engage and encourage children's awareness and interest in print in different contexts.

The staff work well as a team and there is a harmonious and productive

atmosphere because all children are actively engaged in worthwhile and meaningful activities. A happy buzz of children's voices adds to the ambience and reflects the well-paced session at this child centred setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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