

Sywell and Overstone Pre-School

Inspection report for early years provision

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Inspector Tracey Boland

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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

Sywell and Overstone Pre-school first registered in 1970 and re-registered in 2012. It is committee owned and operates from a fully refurbished, purposely adapted unit at Sywell Aerodrome. Children play in three rooms and there is a large, fully enclosed area available for outdoor play. The pre-school serves the local area and has strong links with the schools.

The pre-school opens Monday to Friday during school term times. Sessions are from 8.30am until 4.15pm. Children can attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 37 children attending who are within the early years age range. The pre-school also offers care to children aged over five years to eight years should a holiday club be required. The pre-school provides funded early education for 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 six members of childcare staff. Of these, five hold appropriate early years qualifications and one member of staff has completed Common Induction Standards through the local authority. The manager holds a level 4 qualification. The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is safeguarded and child to staff ratios are consistently met. Very good attention is given to helping children develop their self-esteem and they consistently gain skills for the future. Staff have an excellent understanding of the needs of the children and care effectively meets those needs. Planning encompasses all areas of learning, although experiences within the outdoor learning environment are still evolving. The environment is inclusive and partnerships have been formed with parents and other key professionals involved in the children's lives. Systems for monitoring and evaluating practice are firmly embedded.

What steps need to be taken to improve provision further?

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

- extend opportunities for sensory experiences within the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

Children are protected from abuse and neglect through the staff's good knowledge of safeguarding issues. Staff regularly access training enabling them to promptly respond to any concerns about children's welfare. Robust recruitment procedures ensure that all new staff are suitably checked and consistent routines ensure children are not left unattended with un-vetted adults. Comprehensive risk assessments are effective in ensuring that potential hazards to children's safety are minimised.

Children benefit from the good organisation of the space indoors and move safely within all areas. Staff deployment ensures children are continually supervised and this enables free flow between the playrooms and messy play area.

Clear strategies are in place that ensure that the individual needs of children with special educational needs and/or disabilities are continually met. Staff understand the importance of working alongside parents, carers and other agencies to support children's needs effectively. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers where children attend more than one setting are very good and clear communication takes place. Staff are proactive in ensuring that the transition to school is very positive and teachers visit the setting prior to any school visits. Children and their families benefit from the friendly, welcoming environment and good communication takes place.

Parents are delighted with the care provided and feel they can talk to staff about the care of their child at any time. Regular parents' evenings take place enabling them to discuss their child's progress, view their 'Learning Journals' and share their own views on their child's progress. Parents' comments are continually sought about the service through discussions, questionnaires and feedback sheets. This feeds into the setting's self-evaluation and enables staff to evaluate practice and develop an action plan. Management and staff monitor the progress of this and give formal feedback to parents as to how they have addressed any ideas or issues that have been raised.

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

Children are happy and relaxed coming into the setting and settle well into the exciting activities provided. Children have formed strong relationships with their key worker and behaviour is good. Children make good progress in their learning and confidently select from a good range of resources which are stored at their height. This enables them to develop their independence. Excellent relationships have been formed between staff, children and their peers and interaction is very good.

Staff make regular, concise observations of children at play which are evaluated

and enable them to gain a true understanding of each child's developmental stages and needs. They organise the provision well to enable children to freely access toys and resources and they have free access to a creative room where they can engage their imagination. They continually add to their creations until they are satisfied they have finished, for example, when creating with the junk modelling materials. Children learn about being healthy through discussions, consistent routines and activities. They are involved in planting and growing fruit in the large garden, preparing the soil, watering the tomato plants and monitoring their growth. Through this their understanding of maths is continually enhanced as they learn about size and shape and use language, such as 'bigger than' and 'smaller than' to compare sizes.

Children enjoy the outdoor play area enabling them to develop their large muscle skills using a variety of equipment, such as bikes, balls, hoops and tyres. However, opportunities for children to explore sensory experiences are not consistently available which minimises their learning opportunities in this area. Children's independence is continually encouraged, for example, at snack time they wash their hands and choose their own foods. They also learn about keeping themselves safe both indoors and out.

Children begin to understand the importance of being healthy and the benefit of exercise in their lives. They feel their heartbeats before and after exercise and compare how their bodies feel. They enjoy a wide range of outdoor activities including their own Olympics. With an opening and closing ceremony, teams of children enjoy javelin, the high jump, shot put and races. They understand the importance of taking turns and to be proud of their own skills and those of their peers. Medals and cups awarded at the end of the week give children a sense of pride and encourage discussion about topical issues within their world.

Children enjoy learning about diversity and the wider world through the activities, resources, books and celebrations that take place during the year. They enjoy food tasting activities and role play and are currently exploring all about school, with uniforms of the local schools being provided. This encourages discussion about their transition and also enables them to become confident in getting themselves dressed ready for school.

Behaviour is managed effectively by the staff and children receive lots of praise and encouragement in all they do. Children are delighted when they have completed a task and receive stickers from staff. Parents share the good behaviour and achievements of their children at home with staff and their child's 'Star Moments' are displayed and discussed. This further enhances their self-esteem.

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

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