

East Claydon Pre-School

East Claydon School, St. Marys Road, East Claydon, BUCKINGHAM, MK18 2LS

Inspection date

Previous inspection date

21/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are skilful in organising their own group games; they negotiate the rules and welcome other children to join in as they learn to play together socially.
- Staff guide children's developing speech and language very well as they ensure there are periods of time for them to revel in discussion and conversation.
- Children have high levels of self-esteem because staff praise their efforts and manage their behaviour very well.
- Staff monitoring of children's progress is very effective in identifying areas of need and intervention ensures that all children make good progress.
- Self-evaluation identifies areas of strength and weakness and action plans are fine tuned to target areas where they will have most impact for children.

It is not yet outstanding because

- Children who like to play very physically sometimes need to wait for periods of time until they can go outdoors to explore this, as there are fewer opportunities for them to develop their large muscles when they play inside.
- There is scope to further encourage all parents to share frequent information about children's learning at home, to build upon their development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's learning activities inside the main room and in the garden.
- The inspector had discussions with parents, children, the manager and Head of the Board of Governors.
- The inspector observed a range of required documentation including safeguarding procedures, children's records and self-evaluation documentation.
- The inspector undertook a joint observation with the manager.

Inspector

Hayley Marshall

Full Report

Information about the setting

East Claydon Pre-school is run by the governing body of the school. It registered in 2009 on the Early Years Register and operates from a classroom within the school. Children have access to an enclosed outdoor play area. The pre-school is situated in the village of East Claydon, Buckinghamshire. It is open each weekday from 8.30am until 3pm. There are currently 20 children on roll. The pre-school currently supports a number of children who learn English as an additional language. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. There are three members of childcare staff. The manager is qualified to degree level and holds Early Years Professional Status; all other staff have a relevant level 3 qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- find ways to channel children's boisterous play by creating greater opportunity for them to play outdoors and experience more activities to develop their larger muscles when playing inside
- implement further ways to engage all parents in frequent, high quality discussions about children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a range of child-initiated and adult-led activities, which support children's learning in all seven areas of the curriculum. Children use role play to express themselves and to make sense of their lives. They pretend to cook dinner and take delight in engaging adults in this play. Children are sociable and enjoy making up their own circle games. They decide how to play, negotiating who will take on each role. They hold hands and sing together, welcoming more children into the game. This demonstrates children's ability to lead their own play and show concern for others. Staff help children to further understand about feelings through thoughtful activities. The pre-school, along with the school, sponsors a medical detection dog. This activity enables children to understand about differences in ability and the needs of others. Children talk extensively about this and make models of dogs as the theme continues over many weeks.

Children are skilful and competent communicators who express themselves clearly. This is

because staff ensure that they have periods of the day where they can lead and dictate topics of conversation. During snack time children talk about their weekends and things which interest them. All children join in with this important time of the day and staff value children's ideas. Open-ended questioning is effective in enabling children to think. They pause as they consider their answers and staff give them time to work through their thinking before posing more questions. As a result, children are skilful in expressing their ideas. Staff value children's home language and support parents to learn nursery rhymes to sing at home with them. This increases their grasp of English and provides them with familiarity. The pre-school encourages parents to share information about children's learning at home. There are some successful methods of exchanging information, such as through diaries, where staff share children's next steps in development. Parents attend consultation sessions with staff to talk about children's progress. However, sometimes these methods are not fully effective in gathering information from all parents on a frequent basis to form a fully accurate picture of children's changing abilities.

Throughout the environment children see labels and key words, which develop their early skills in reading. When children arrive they register by placing their name on a tree. Later, when children are drawing, staff teach them how to write their names by sounding out each letter. When they need more help, staff give them their name cards and they copy the final letters. This demonstrates that children are becoming competent in the literacy and physical skills they require in their future learning. Children use their small muscles as they roll out dough and make hats, which they balance on their heads as they walk across the room to look in the mirror. However, there are fewer opportunities for children to use their large muscles when they play inside. Sometimes, children need to wait before they are able to play outside and become boisterous during this time. In the garden they have ample opportunity to play physically in the way they choose.

Children are well prepared for school as they develop a positive attitude towards their learning. They are keen to share what they can do and take pride in their achievements. Staff monitor children's progress carefully through observations and assessments. This identifies the good progress which all children make in their learning and development.

The contribution of the early years provision to the well-being of children

Staff develop close relationships with children and their families. Children arrive and settle happily into the pre-school and engage with staff straight away. Staff talk to parents about children's weekends and things that might impact upon their day. For example, parents explain that there has been a power cut and this has meant that children have got ready in the dark. Parents tell staff about children having medication for a cold and staff ensure they record this for their own records. Staff know children well and have high expectations for what they can do. Their close monitoring ensures that children have extra support when staff identify a concern about their development.

Children become independent as they learn about how to dress and undress themselves suitably for the weather. At snack time, children pour their own drinks and choose what, and how much, they will eat. This allows them to gain control over their personal needs as

they gain an understanding about their own requirements for nutrition. Staff talk about healthy eating and children tell staff about the fruit that grows in their garden. This helps them to understand about good food choices. Children engage in song and dance sessions as they move their bodies, observing the effect of exercise.

Children learn about safety as they cycle around the playground on bikes and negotiate space successfully, avoiding collisions. Staff remind children about how their actions impact upon each other, for example, that it is dangerous to swing toys around in case they hit someone. The staff manage children's behaviour successfully. They give children clear explanations about why they should or should not do something, so they understand this. Staff praise children warmly and reward them with stickers. Children regulate their own behaviour and talk about what they should do, such as putting away toys.

Staff understand the importance of working closely with others who provide care for children and contact them to share information about children's learning. The pre-school works in close partnership with the school and reception teachers. This provides children with continuity as they move from pre-school into the school.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage framework. There are robust procedures in place to safeguard children at the pre-school. Staff and the governing board undertake regular reviews of the policies and procedures which underpin staff work. This ensures that they are effective in informing staff about their roles and responsibilities. As a result, staff are aware of the signs and symptoms that might cause them concern about children's welfare and there are clear lines of reporting any such concerns. The process for inducting new staff is rigorous, ensuring that all checks are complete to confirm staff suitability before commencing employment. The staff maintain a safe environment through risk assessments and close supervision of children at all times.

The manager undertakes thorough self-evaluation of the pre-school, taking into account the views of parents, children and other professionals. She uses reflective practice to review every aspect of the pre-school and devises finely tuned action plans, which successfully address any weaker areas. The pre-school uses a quality improvement plan to identify progress and factors that might impact upon their likely success. Consequently, the pre-school demonstrates a very good ability to maintain ongoing improvement in the quality of care it provides for children.

The board of governors take an active role in measuring quality and maintaining a programme of supervision of staff. Regular meetings and newsletters enable staff to discuss matters of safeguarding and curriculum monitoring. There is a staff development plan, which identifies training needs and provides staff with continual professional development. This support means that there is stable and secure staff team who work well together. This provides children with consistency in their care.

The pre-school staff utilise the close working relationships with teachers to ensure that children experience extra challenge when they exceed expectations. Very good monitoring of children's learning and development ensures that all children, whatever their level of working, experience the right level of challenge. Staff are proactive in putting into place plans to support children's learning and take advice from other professionals to ensure children reach their full potential. The pre-school works with parents to write the progress check for children when they reach the age of two. Staff decide the most appropriate time to complete this and use their extensive observations to ensure it reflects what children can do. Parents are confident in the setting and feel happy with the care their children receive.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY393081
Local authority	Buckinghamshire
Inspection number	845765
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	8
Number of children on roll	20
Name of provider	East Claydon School Governing Body
Date of previous inspection	not applicable
Telephone number	01296 712765

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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