

Cottesmore Village Pre-School

Cottesmore Village Hall, Main Street, Cottesmore, OAKHAM, Rutland, LE15 7DH

Inspection date

Previous inspection date

22/01/2014

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

- Teaching is good with some excellent elements. Accurate assessments of children's progress are used to plan a very varied range of activities that enable children to achieve good progress, given their starting points and capabilities.
- Children are cared for in a safe environment. All areas and equipment used by the children are risk assessed regularly to ensure suitable action is taken, when needed, to keep children safe. Managers and staff understand their role and responsibilities in relation to safeguarding and child protection.
- Managers and staff are well organised and manage the pre-school very well. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.
- Partnership working with other professionals and agencies is well established to enable staff to support individual children's needs effectively.

It is not yet outstanding because

- Partnerships with parents are not fully effective in securing continuity of learning for all children.
- There is scope to develop the use of the outdoor area to better support children's individual learning styles.

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 activities in the hall and vestibule.
- The inspector held a meeting with the pre-school manager and discussed observations of activities with her.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers on the day and from information included in the pre-school's own parent survey.

Inspector

Anne Archer

Full report

Information about the setting

Cottesmore Village Pre-School was re-registered in 2013 having originally opened as a playgroup in 1976 and is on the Early Years Register. It is situated in the village hall which is part of the community centre in Cottesmore, Rutland. It is managed by a committee of parents and other interested adults. The pre-school serves the local area and is accessible to all children. There is an area available for outdoor play. The pre-school employs a manager and five members of childcare staff, including a relief helper. All hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12noon each morning and from 12.15pm to 3.15pm on Tuesdays and Thursdays. A lunch club is offered between sessions on these days. Children attend for a variety of sessions. There are currently 33 children on roll. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- implement existing plans for making the outside area more secure so that a wider variety of activities are available to children outdoors to better support all children's style of learning
- encourage and enable more effective parental involvement in children's learning in the setting and at home.

Inspection judgements

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

Teaching is good at the pre-school with some excellent elements. The manager and staff recognise that children learn through play and that they may have different learning styles. Children clearly enjoy their sessions at the pre-school and are very keen to get involved in activities as soon as they walk through the door. However, because the outdoor provision is currently limited in the variety of activities that can be provided due to the security of the outside area, this does not support children's individual learning styles over time.

The use of accurate assessments of children's progress to plan a very varied range of activities enables children to achieve good progress in all areas of learning, given their starting points and capabilities. Adult-led activities in small groups engage children's interests and support their learning very well. For example, staff are involved with the 'Every Child a Talker' programme and use resources very effectively to support children's communication, language and literacy development, including those with English as an additional language. In addition, a 'fun time' session enables a small group of children to develop their self-confidence and understanding of how to share adults and resources with other children. Staff expertly understand that this style of small group teaching boosts children's confidence and self-esteem as well as holds their attention for longer than when they are in a larger group.

Parental contributions to their children's learning are variable, resulting in partnerships with parents not being fully effective in securing continuity of learning for all children. Initiatives have been introduced to support parents to better understand how to reinforce their children's learning in the setting and at home, although, these have not yet reached all parents.

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

The effective key person system ensures that children form strong emotional attachments that support their settling-in and enable them to become independent learners. Children display a good sense of belonging and some are high in confidence and self-esteem. Children learn to cooperate and negotiate with their peers, supported by a consistent behaviour management system that takes into account children's level of understanding and maturity. This is particularly important for the younger children and for those with special educational needs and/or disabilities. Staff know the children, parents and family circumstances well, enabling them to provide very good support.

Children are cared for in a safe environment. All areas and equipment used by the children are risk assessed regularly to ensure suitable action is taken, if needed, to keep children safe. Children are taught what to think about to help them to start to learn to keep themselves safe, such as, when they are making their way round the obstacle course and when they are quietly reminded to walk between the activity tables rather than run. Children experience a good variety of activities to support their physical development, including the indoor obstacle course, ball and parachute games and the use of wheeled toys to practise balance and develop spatial awareness.

Children's health is very well supported as they are taught the importance of adopting good personal hygiene practices and are supported as they become more independent in their self-care routines. Staff hold current paediatric first-aid certificates to enable them to deal with minor accidents that may occur and they are briefed on individual children's medical needs. Although parents provide their own children's snack and drink, staff are fully aware of each child's dietary needs. Links are well established with the village primary school and more recently with another local school that children are starting to transfer to. These partnerships are valuable in supporting children when they move to the

reception class.

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

Managers and staff understand their role and responsibilities in relation to safeguarding and child protection. Thorough recruitment and annual appraisal practices ensure a motivated staff team that works very well together. Suitability checks are undertaken on all adults working with children to ensure children are safeguarded. Induction and probationary periods support new staff and established staff attend regular training courses to refresh and/or update their knowledge and skills.

Managers and staff are well organised and manage the pre-school very well. The effective delegation of responsibilities ensures that all staff are very involved in the organisation of the pre-school and these delegated duties are monitored by the manager, to ensure the provision runs smoothly and efficiently. All staff understand their responsibilities with regard to the implementation of the learning and development requirements. Teaching and learning is regularly monitored, enabling key persons to identify individual needs and provide extra teaching support to close gaps quickly.

Partnership working with other professionals and agencies is well established to enable staff to support individual children's needs effectively. Parents comment that they notice a positive difference in their children after a few sessions at the pre-school. Partnership working has enabled the pre-school management to secure some financial support to make the outside play area more secure. A wider variety of outdoor activities can then be offered to the children with the intention of better supporting individual learning styles.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467889
Local authority	Rutland
Inspection number	933774
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	33
Name of provider	Cottesmore Village Playgroup Committee
Date of previous inspection	not applicable
Telephone number	01572812709

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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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