

Comeytrove Under Five Group

Inspection report for early years provision

Unique reference number	143065
Inspection date	23/01/2009
Inspector	Julie Neal
Setting address	Comeytrove Community Centre, Galmington, Taunton, Somerset, TA1 4TY
Telephone number	07960 429130
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Comeytrove Under Five Pre-school is run by a voluntary committee and operates from a community hall in Comeytrove, on the outskirts of Taunton. The group have access to the main hall, kitchen, committee room and toilet facilities, and there is an enclosed garden for outdoor play. The preschool serves the local and surrounding areas.

Comeytrove Under Five Pre-school is registered to provide places for children aged between two and under five years. There are currently forty-three children on roll. This includes thirty-five government funded three and four-year-olds. The group has experience of supporting children with special needs, and children with English as an additional language.

Comeytrove Under Five pre-School opens five days a week during school term time only. Sessions last from 09:00 to 12:00, Monday to Friday. Afternoon sessions are held on Monday, Tuesday, and Thursday, from 13:00-16:00. There are five members of staff working directly with children, three of whom have relevant childcare qualifications and one member of staff is currently working towards these. The setting is supported by the local authority.

Overall effectiveness of the early years provision

Children make good progress in learning and development because staff use their knowledge and understanding of individual preferences and learning styles very well to encourage children's enjoyment and participation in activities. Processes of self evaluation are effective in enabling the setting to identify areas for improvement, which has resulted in a focused action plan with clear aims and objectives to further enhance children's experience. Overall, children benefit from being cared for in an inclusive setting where their individual needs are known and respected.

What steps need to be taken to improve provision further?

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

- further develop inclusive practice by reviewing arrangements to support children for whom English is an additional language.
- continue to develop processes of monitoring children's individual learning and development, ensuring consistency with regard to children's individual learning plans.
- continue to review documentation to ensure these reflect and support current practice.

The leadership and management of the early years provision

The leadership and management of the setting is good and is effective in promoting children's welfare, learning and development. Recruitment procedures are robust, ensuring all staff are suitable to work with children, and induction processes ensure that they gain a thorough knowledge of the setting's routines, policies and procedures. For example, all staff have a very good understanding of procedures that safeguard children and are clear regarding any actions they should take should they have concerns. However, some policies and procedures are out-of-date, as they make reference to key staffing roles that have changed, and so do not provide current information for staff, or for parents and carers.

Strong and supportive relationships between the staff team and the committee have been extremely effective in developing systems of self evaluation. There is a very positive attitude toward self improvement, with staff welcoming and acting upon suggestions that will enhance children's experience, such as recommendations made at the last inspection. The setting does not yet complete a self evaluation form, however, good use of team meetings, and discussions with staff, parents, and children, are used well by the management team in identifying areas for improvement and prioritising these. For example, a recent priority has been to thoroughly simplify planning systems and make the organisation of activities and resources more relevant to individual children's current interests, and to invite them to participate in making decisions with staff regarding what they do each day. There is a clear recognition of areas where further work is needed to enhance the provision. For instance, the development of children's monitoring records so that all children have an individual learning plan.

The setting strives to be inclusive in all areas, and overall this is achieved. Children's individual needs are recognised and respected, and staff support children with learning difficulties and/or disabilities well. Staff have experience of supporting children whose home language is not English, and have developed some strategies that are effective and involve parents well in helping their child to settle. For example, making picture dictionaries with everyday objects spelled phonetically in the child's home language, in order to facilitate communication. However, there have been instances where tried and trusted strategies have not been effective, and staff have struggled to find alternatives, in order that no individual child is disadvantaged.

Parents and carers are welcomed in the setting, and flexible arrangements are in place to ensure that they have opportunities to discuss their children's progress. Staff and parents develop good informal relationships, and key-workers are available to discuss children's needs at each session. Written information provided to parents regarding the setting is basic but adequate, however this is currently being reviewed and updated.

The quality and standards of the early years provision

Children thoroughly enjoy an extremely good variety of activities that support their development and learning. The excellent organisation of space and resources provides a welcoming and stimulating environment that supports learning opportunities across the early years curriculum, and recognises the individual learning styles of children. For example, children are developing very good pre-writing and mark making skills because they are enabled to write in contexts in which they feel comfortable. Therefore, some children happily sprawl across the floor using writing mats and water pens, or giant sheets of paper and markers, while others enjoy making lists in the home corner, or labelling their artwork. Children are confident and articulate, eager to share their discoveries and knowledge. For example, a child is playing a triangle and is delighted on realising that the vibration felt through the string they are holding the instrument by, is directly caused by their striking the triangle; this is enthusiastically shared with the nearest adult and demonstrated to a particular friend.

Staff have a clear understanding of the Early Years Foundation Stage and this is implemented well. A strength of the setting is the way staff are immediately responsive to the ideas and interests of individual children, and this is reflected in the simple and effective way that learning opportunities are planned. For example, team meetings are used to develop a broad plan for the following week, that is influenced by staff observations and discussions with children. Staff monitor children's progress, and are generally able to identify specific learning objectives and skills development for individual children. However, monitoring records are inconsistently updated and maintained, for instance, some children have individual learning plans but these are not yet in place for all children.

Children's health, safety and wellbeing is supported well. Staff have a good understanding of individual children's health issues and ensure these do not have a negative impact on their enjoyment and participation. For example, children attend who have restricted diets for health reasons, and cooking activities are planned so that all ingredients can be used by the whole group and therefore no-one is excluded. Snacks provided are nutritious and plentiful, with children helping themselves from a good variety of fresh fruit and vegetables. Health and hygiene routines are very thorough to ensure that children are not at risk from illness and cross infection. Children learn very well about managing their personal hygiene needs, they independently wash their hands, help themselves to drinks when they are thirsty, and use and dispose of tissues appropriately. Children are safe and secure in the setting. Access is strictly monitored and staff have good systems of daily checks in place, that take account of the fact that the premises is used by other members of the community when the pre-school is not in session. Risk assessments cover all areas of the provision and there is a process to record and address any concerns promptly. Children's knowledge and understanding of how to conduct themselves in the event of an emergency is extremely good. This is because arrangements for practising fire drills are excellent, with procedures being practised every session for a week, each half term, and each practise is carefully evaluated.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection, there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.