

Broadmayne & West Knighton Pre-School

Inspection report for early years provision

Unique reference number	139324
Inspection date	05/11/2008
Inspector	Alex Baxter
Setting address	Knighton Lane, Broadmayne, Dorchester, Dorset, DT2 8PH
Telephone number	0781 560 6841
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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

Broadmayne and West Knighton Pre-School has been established since 1975. The setting now operates from relatively new, purpose built Children's Centre premises, set in the grounds of Broadmayne First School, in the village of Broadmayne, near Dorchester. Children have the use of a main activity room, adjoining toilets, kitchen area and spacious, enclosed outdoor area. Children attend from the local area. This parent committee run pre-school is entered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare register. It is registered to care for up to 20 children, aged from two to five years. Currently there are 30 children on roll, including 21 in receipt of government funding. Children with special needs are welcomed and supported and the setting has full wheelchair access for disabled children. The setting is open term time only, every weekday morning, from 09.00 to 11.30, and on Monday, Wednesday and Friday afternoons from 12.30 to 15.00. There are five staff members, three of whom have appropriate child care qualifications. One member of staff is close to achieving a qualification. The setting receives support from the Local Authority and has very close links with the host school and Children's Centre.

Overall effectiveness of the early years provision

The provision is outstanding. Under the guidance of a new manager, staff and committee members have built well on established strengths. Indoor and outdoor facilities, enhanced within the new Children's Centre, are extremely well resourced, maintained and used to help children develop. Partnerships with parents, the host school and increasingly with the staff of the Children's Centre, are outstanding. These links help to ensure that children are safe, enjoy a very wide range of stimulating activities and make first rate progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide sufficient cover in the outdoor learning environment so that children can play and learn outside in all weathers

The leadership and management of the early years provision

The manager evaluates provision extremely well and makes sure that improvements are made whenever necessary. In a very short period of time she has built on existing partnerships with parents and the host school and is enhancing those with the new Children's Centre. As a result, the provision is underpinned by a strong and fully shared commitment to continued improvement. The staff implement precise procedures and safeguard the children's welfare very effectively. They make sure that children's needs are met and that all children are

included equally. The manager encourages staff to work very effectively as a team, to update their skills and to share their expertise. As a result, the staff have improved the way they assess children's learning, for example, key workers each have a specific group of children to observe. They make regular notes to record and evaluate learning and make sure that all children sustain excellent progress.

All the recommendations of the previous inspection have been fully addressed. New initiatives, for example, the introduction of learning plans for individual children, are already accelerating their progress. This is because the learning needs and interests of each child are assessed to ensure that children build on previous skills and understanding. This quickening of progress is evident across all areas of learning, including, for example, improved balance during bicycle riding and especially in the development of the children's physical, social and communication skills. The setting is extremely well-placed to continue such improvement into the future.

The quality and standards of the early years provision

All children learn very well as they undertake a stimulating and precisely balanced programme of indoor and outdoor learning opportunities. These help children to make excellent progress across all the areas of the EYFS learning and development, especially in their personal, social and emotional development. A strengthening focus on using assessment to identify children's individual learning needs and to plot relevant learning experiences is also quickening children's progress in developing good communication and language skills. Staff question the children consistently and encouragingly, for example, to extend children's ideas. As a result, children feel valued, develop self-confidence and extend their physical and creative skills extremely well. This was evident, for example, as staff supported the children across a variety of practical activities. For example, the children drilled holes, made tissue bonfire pictures and played imaginatively with wooden toy animals. By working with children in this both supportive and challenging way, adults help them to understand the relevance of the guidance given and to learn very quickly and with enjoyment.

Children are engrossed in their activities because they know that they are very safe and cared for. The manager ensures that children benefit from a full breadth of indoor and outdoor learning opportunities that also include a precise balance of adult-led activities and those developed by the children themselves. In this safe, very well resourced environment, the children develop an excellent awareness of healthy, safe living. The outdoor area is enhanced by a range of surfaces that enable learning on many days. However, during particularly wet weather, opportunities are restricted because there is no outdoor cover. The setting has plans to address this in the near future.

Children become independent learners, they respond very well, make sensible choices, explore their ideas and co-operate happily with each other. Very caring staff show the children how to use and access equipment safely and the children develop these skills extremely well. The staff and children themselves are increasingly using photographs to record and show parents how well and happily

their children learn. Overall, children make substantial gains in their learning, develop excellent skills in relation to their differing starting points and are very well prepared for future learning.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

There have been no complaints made to Ofsted since the last inspection

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.