

Charminster Pre-School

Inspection report for early years provision

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EY337568

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Inspector

Eira Gill

Setting address

St. Marys C of E VC First School, West Hill, Charminster,
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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).

Description of the setting

Charminster Pre-school re-registered in new premises in 2006, having previously operated for 35 years. It is a committee run group operating from a purpose built building on the site of St Mary's C of E VC First School in Charminster near Dorchester, Dorset. It has its own enclosed, secure garden. The setting operates five days a week during school term times from 09.00 to 15.00. Children may attend in the morning or afternoon and may choose to stay for lunch. Children are allowed to stay all day if they choose. The setting has disabled access.

The setting is on the Early Years Register. A maximum of 34 children may attend at any one time. There are currently 65 children on roll from two and a half years to under five years. 29 of these children are from three to five years old. 54 children are in receipt of funding for nursery education. The setting supports children who have learning difficulties and disabilities. There are eight staff members employed including the manager who holds a teaching qualification. They all hold a relevant early years qualification and the deputy is working towards a degree. The setting receives advice and support from the local authority and links are in place with the school and other settings.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, with very effective partnerships with parents, outside agencies and other settings. An inclusive and welcoming service is provided for all children and their parents. Effective systems in place, particularly the assessment of children's skills and knowledge, ensure that children enjoy a wide range of well planned and interesting activities and make good progress. Children's progress is discussed frequently and staff generously give up their own time to attend meetings to evaluate the setting. All staff ensure that the children are very safe and secure at all times. Improvements have been effective since the last inspection and the capacity of the provision to maintain further improvement is good.

What steps need to be taken to improve provision further?

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

- improve links between assessment and planning so that the next small steps in learning are identified
- ensure all assistants have the skills to capture children's attention and use appropriate strategies to ensure their enjoyment

The leadership and management of the early years provision

Self-evaluation is good and has resulted in staff focusing more on planning, as a result, children's progress has improved further. Formal discussion will take place

during the end of term staff meeting when staff tackle different sections of the self-evaluation form. Staff meet weekly and their discussions of how to improve the setting are recorded. All staff show their strong commitment to the setting by their willingness to give up their own personal time to attend.

The children's assessment journals are sent home every six weeks to inform parents of the progress their children are making and parents respond with their own views of progress. Assessment of the children's efforts by staff is strong and recorded well in the children's own personal learning journals. However, although there is some evidence of staff planning the next very small steps in learning, not all staff indicate exactly what should be put into place to ensure all children move forward at the right pace.

The setting has set up excellent links with parents, the host school and other settings the children attend, as well as other professionals. Parents are very happy and say, 'They know the kids well... there's a very personal feeling... very high standards... they work very hard... my child is so settled.' Both the leader and her deputy strongly support and promote inclusive practice. They are very aware of the children's specific needs, as a result, children in all groups move forward well in their learning. Information is exchanged continuously with other settings through notebooks carried by the children. Strong links are enjoyed with the host school with ongoing liaison. Small groups of children visit the reception class for story time and reception staff visit the setting to observe the children they will be welcoming in September.

Safeguarding policies, including risk assessment, are securely in place and ensure that children are well protected. Staff are rigorous when parents or carers deliver and collect their children. Doors are kept securely locked. Staff are vetted appropriately. Furniture and resources both inside and outside are checked every day and formal checks carried out at appropriate intervals.

The quality and standards of the early years provision

Children are given good opportunities to learn and are supported well by a sensible balance of adult led activities and those led by themselves. Staff ensure that all children are treated equally and given the same opportunities. Water is available at all times and staff use snack time to promote learning of good manners and awareness of healthy eating. Staff also use snack time to give children opportunities to become independent. They count the cups and talk about the different colours. They are learning to contribute to their community.

A free-flow of carefully supervised activities is organised at specific times and the welfare of all children is promoted effectively. Children enjoy being outside in all weathers playing with a wide variety of very appropriate toys and equipment. They learn how to be safe. Children play on their own or with their friends. Assistants encourage the children to join in group activities. For example, they encourage children to hold hands in a big circle to sing and dance. Children really enjoy such activities and have a lot of fun. Children helped to build a very large cardboard castle outside. They had difficulty putting it together because glue or Sellotape

would not stick but, with the help of the assistant, they thought of using string loops and ties. They all enjoyed painting it pink. The high quality of learning that takes place during these outdoor sessions is contributing well to the children's future economic well-being.

Children enjoy winding down in the short sessions in the indoor learning environment listening to songs on tapes or hearing stories read by the assistants. The children are well behaved, they respond well and take part. They make comments about a book, or sing along with a tape or copy actions that go with a song. Most of the assistants are experienced and skilled at encouraging all the children to listen to stories and to behave appropriately. They use positive reinforcement skills to divert the children's attention. Just occasionally, these strategies are not used and the sessions are less successful in capturing children's enjoyment and attention, and in moving their learning forward.

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?	2
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?	1
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 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.