

Middle Barton Pre-School

Inspection report for early years provision

Unique reference number 133492
Inspection date 03/04/2009
Inspector Keith Sadler

Setting address 29 Church Lane, Middle Barton, Chipping Norton,
Oxfordshire, OX7 7BX

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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

Middle Barton Pre-School registered in 1993 and is managed by a voluntary committee of parents and carers. The group meets in a pre-fabricated building located in the grounds of the school in Middle Barton, Oxfordshire. Very significant fundraising has enabled the pre-school to build new accommodation on the same site. This will commence in July 2009. Both the current and new accommodation is on one level. The intake of children is from the village and the surrounding rural communities. The pre-school offers sessional care on weekdays during school term time, from 09.00 to 11.30 and 12.30 to 15.00. A maximum of 24 children aged between two and eight years may attend at any one time. There are currently 39 children on roll and, of these, 29 are in receipt of nursery education funding. The pre-school supports children with learning difficulties and/or disabilities. The pre-school employs four adults to work with the children; the staff have a range of appropriate early years and teaching qualifications. The setting receives support from the local authority. Middle Barton Pre-School is registered on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in the well-planned environment in which care is taken to ensure that they enjoy the good range of activities and make good progress in their learning. The learning opportunities are planned well to help all children progress and keep them actively engaged, although there is scope to improve the way assessments is used to plan work that meets the needs of the children. The staff have a good knowledge of each child's background and needs in this very inclusive pre-school setting. They ensure that the pre-school is welcoming to all children and that each child is effectively supported and their welfare needs met exceptionally well. The manager leads the setting well and ensures that all the staff are involved in the good improvement planning and the effective self-evaluation processes, demonstrating that it has good capacity to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the staff make regular use of their assessments of children's progress in order to tailor the next steps in children's learning to their needs.

The leadership and management of the early years provision

The experienced staff work effectively as a team and the manager ensures that there is a common sense of purpose. All the required policies and records required for the safe and effective management of the pre-school are in place and staff have a good understanding of procedures to follow in case of any concerns or

accidents. The safety of children is given a high priority and all staff are vigilant to ensure that children are well supervised at all times and that the premises are secure.

Parents appreciate the very good range of information provided both about the pre-school and their children's progress. They welcome the opportunity that staff provide to update them on a daily basis about their children's welfare and progress. Posters and good quality displays are used well to keep parents informed. In addition, good quality written reports provide useful information that engenders a close partnership with parents.

The pre-school has met the recommendations set at the previous inspection and uses self-assessment well to monitor the provision offered and to identify targets for future improvement.

The quality and standards of the early years provision

Children enjoy playing and learning in a very well planned, attractive and stimulating environment. They thoroughly enjoy outdoor play in the varied outside play areas where they can freely explore and play. Although the space for wheeled toys is limited, it is used well and there are good plans in place to extend this provision when the new accommodation is built.

The pre-school is very well resourced with a good range of toys and equipment that are suitable for all age groups. The playroom is divided into learning areas, such as the well equipped reading area and quiet area, which promote different aspects of the early learning goals. Staff plan a good range of activities that meet the children's interests. Children particularly enjoy sharing books with staff. They concentrate well and join in the story and listen carefully to others' invented endings. Because the staff manage the children well, they are very settled, secure and confident as they play together and individually. Children's progress and achievements are well recorded by their key workers but staff do not always use these observations to plan the next steps in learning. Children that have special learning or mobility needs are catered for exceptionally well and good quality individual learning plans are prepared and staff make good use of outside professional assistance as necessary.

The promotion of children's good health and well-being is excellent. Healthy snacks are provided and birthdays celebrated. Snack time is an enjoyable occasion, with children taking responsibility for selecting and pouring their drinks, and staff use this time well to promote the children's language and personal and social development. Staff follow very good hygiene routines to help prevent the spread of infection and they encourage children to do the same. Staff help children learn to understand the importance of following healthy lifestyles.

Behaviour is good and children are gently encouraged to consider the needs of others by sharing and taking turns. The staff are consistent in following established behavioural routines and this helps children to feel secure. This is aided by the staff constantly offering praise and encouragement. Independence is fostered well

by encouraging children to put on their own coats or help to tidy away toys, which also helps them to contribute to helping and improving the pre-school. This helps children to begin to develop the habits that are appropriate to good learners as they are encouraged to respect the needs of others, to join in, make friends and to enjoy a feeling of belonging.

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?	1

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?	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?	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

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.