

West Buckland Pre-School

Inspection report for early years provision

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Inspector	Elaine Douglas
Setting address	The Village Hall, West Buckland, Wellington, Somerset, TA21 9JU
Telephone number	07779459386
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

West Buckland Pre-School is run by a parents' committee. It opened in 1982 and operates from the village hall. The pre-school has access to the main hall, kitchen and toilets. There is a safe hard standing area for the children to play outside; from this children have access to a playground and playing fields. A maximum of 25 children may attend the pre-school at any one time. The setting is open Monday and Friday from 9am to 2.45pm and Tuesday from 9am to 12.30pm.

The pre-school is registered on the Early Years Register. A maximum of 25 children may attend the group at any one time. There are currently 17 children aged from two to under five years on roll, some in part-time places. The pre-school supports children with special educational needs. The setting provides funded early education for three and four-year-olds.

The pre-school employs three members of staff. Of these, two hold a level 3 early years qualification and one holds a level 2 qualification. There is also an assistant who helps staff to set up each morning.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage (EYFS) and how to promote children's learning and development. They work well with parents and other agencies to ensure each child's individual needs are met, including any additional needs. This ensures that most children make good progress considering their starting points, ages and abilities. The new management and team of staff work well together and are beginning to use self-evaluation to monitor the outcomes for children. Most documentation is in place and through good procedures children are kept safe and secure.

What steps need to be taken to improve provision further?

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

- develop the system of self-evaluation to identify strengths and priorities to ensure ongoing improvements
- review the organisation of policies and procedures available to parents to ensure clear information is shared and ensure all documentation is available for inspection

The effectiveness of leadership and management of the early years provision

Children are safeguarded through good recruitment procedures which help to ensure only suitable staff are employed. Good risk assessments are carried out on

all areas of the premises and for high-risk activities, although not all were available for inspection. Staff have a good awareness of child protection procedures and regularly update their knowledge through training. Good ratios are maintained and staff are very effectively deployed to ensure children receive appropriate supervision and support. All staff hold a first aid qualification and parental consent has been obtained to seek emergency advice or treatment. Good information is in place on protecting children's health, for example on swine flu and asthma. Staff receive training in administering any necessary emergency medication, such as an Epi-pen. Children's registration forms contain all information to safeguard them and ensure staff can meet their individual needs.

The dedicated team work well together and evaluate the effectiveness of the activities to plan for improvements. They have begun to implement self-evaluation through constant communication and have a meeting booked to formalise the system. Staff are now using the local authorities system for tracking children's development towards the early learning goals. They have kept Ofsted informed of changes to the committee to enable relevant checks to be made. All of which were recommendations at the previous inspection. Annual appraisals are used to identify staff strengths and development.

The good partnership with parents and other providers delivering the EYFS ensures that each child's key person can plan to support their learning and development. Parents are well informed of their child's learning and have good opportunities to be involved. Children have 'busy books' in which they and their parents can contribute information on their activities and life outside of the setting. Staff work closely with parents and other agencies to assess any welfare or learning needs, this ensures that they are settled, happy and progressing according to their own abilities. The prospectus provides good information on the aims of the setting, activities provided and parental involvement. However, the policies and procedures are not organised to ensure they are clear. For example, there are two different complaints and child protection policies.

The quality and standards of the early years provision and outcomes for children

Most children make good progress towards the early learning goals. Staff make regular observations of children's achievements and use these to plan for their next stages of development, based around the children's interests. Staff provide good interaction by asking open ended questions and posing problems to challenge children's thinking. Children have good space to play and are able to access a wide range of well maintained resources. They are confident to ask for further equipment, and staff extend and challenge children's play and learning by providing more. For example, when children use the playdough to make cakes staff provide them with a play cooker, tools and baking trays. Books are attractively displayed to encourage children to use them and they enjoy looking at the pictures while listening to the story on the CD player. Staff demonstrate to new children how to use the equipment and look after the CDs, so that they can do it for themselves. Children enjoy whole-group stories where they are encouraged to interact, ask questions and predict outcomes. They become so engrossed and

enthusiastic that they are eager to use the book again independently.

Children have good opportunities to develop a safe and healthy lifestyle. They have daily opportunities to choose to be outside and engage in physical activities. One member of staff has completed Forest School training, which supports children in gaining a good awareness of safely managing appropriate risks, such as building rafts and floating them on the river. They make holes in a large cardboard box and talk about needing air to breath when they are inside. Children are able to access fresh drinking water throughout the session and are provided with a range of healthy snacks, for example fruit, salad and raw vegetables. Activities are used to further promote children's awareness of healthy eating. For example, they make stir-fry to celebrate Chinese New Year and porridge to re-enact the Goldilocks and the Three Bears story.

Children enjoy being given responsibility and are generally well behaved. They are beginning to think of other people's feelings and demonstrate an awareness of behavioural expectations. For example, one child kindly allows another to play on the ride-on tractor first. Children are confident communicators and enjoy telling the whole group about their activities in their 'busy books'. Older and more able children form recognisable letters as they write letters and postcards, and put their name on the work. Through daily routines children are beginning to recognise their written names. For example, they self register on arrival and find their named seat at snack and lunchtime. Children's creativity and imagination is promoted through good access to resources. For example, large cardboard boxes are used to build a train, to hide in and to re-enact stories they have heard. Children make two dimensional collages and explore malleable materials.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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