

Bride Valley Fledglings

Inspection report for early years provision

Unique reference number EY312454
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Inspector Brian Evans

Setting address Thorners C of E (VA) Primary School, Litton Cheney,
Dorchester, Dorset, DT2 9AU

Telephone number 01308 482410

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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*.

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.

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Description of the setting

Bride Valley Fledglings opened in 2005. It operates from one room and a conservatory within Thorners Church of England Primary School in Litton Cheney, near Dorchester.

It is open on Monday, Tuesday and Thursday only, operating hours are 9am to 12pm (morning session) and then 1pm to 3.30pm (afternoon session). The group operates in term time only.

A maximum of 20 children from two years to under eight years may attend at any one time.

There are currently 11 children on roll. Of these, nine receive funding for nursery education.

There are four staff employed. Of these, two hold appropriate qualifications in childcare.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because they are provided with high levels of care. There is a good partnership with parents and other agencies which enables the setting to be fully inclusive and to provide well for the individual child. Children are safe and secure and have a wide spread of play experiences and activities. Staff work successfully together as a well-knit team and continually strive to improve the provision through careful reflection on their practice. As a result the setting is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- plan specific references to how the setting complements mainstream progress towards the early learning goals which young children should have acquired at the end of the academic year in which they reach five years of age
- build further on the current assessment and profiling expertise in collaboration with Early Years Foundation Stage staff at the school.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust. No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures are updated regularly to ensure that they reflect the best practice and are followed consistently by staff. The recommendations on security in the last inspection have been fully addressed. Children feel exceptionally safe in the setting.

A particular strength of the setting is the commitment of all staff to taking up training opportunities and further developing their roles. Staff bring ideas back into the setting from their training and create opportunities to enrich the curriculum and develop good practice. Formal systems for evaluating the setting's effectiveness are well established. Staff monitor well the impact of its improvement priorities on children's welfare and learning and development outlined in the setting's self-evaluation form.

There is a shared belief that children learn best through play and extending their thoughts and interests. Effective planning focuses on the children's diverse individual needs. It includes a range of varied and stimulating activities covering all areas of learning. Each area also has a development theme. However, staff recognise the need to plan specific references to how the setting complements mainstream progress towards the early learning goals which young children should have acquired at the end of the academic year in which they reach five years of age. For example, they have identified that more resources are needed to develop children's problem solving skills.

Staff work very closely in partnership with the local authority, striving to improve their good practice further. For example, the setting has a very positive partnership with the primary school. There is an imaginative extension to the outdoor provision through the 'discovery area' which staff are using to enrich children's learning and development.

Parents' involvement is encouraged and valued. Parents and children contribute to a child's learning profile. Parents report that they are very happy with the care and education their children receive in the setting and find the staff approachable and friendly. The needs of children with special educational needs are met well. The manager has an appropriate early years special educational needs qualification. Parents are appreciative of the way in which staff adapt activities and support these children. There is a close partnership with the nursery class on the same campus. This has helped all staff to work together to gain a deeper understanding of the requirements of the Early Years Foundation Stage.

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

All groups of children have fun and are confident and happy in the stimulating environment which is set out for them daily. The positive start of the day sets the tone and includes musical games and counting exercises. Children bring in their news to tell each other, one child brought in two walkie-talkies. They choose their activities and move freely between the indoor and outdoor resources. Extending the range and quality of resources is a consistent theme in discussions between staff. Currently priorities include developing a greater range of problem solving activities and extending the use of the new outdoor area.

The emphasis on developing children's personal, social and emotional skills enables children to play cooperatively with their friends. Brief written observations by staff on children throughout the day are placed in their learning profiles. Staff are working closely with the Early Years Foundation Stage staff to develop these 'learning journeys' further. This includes, for example, each child's key person identifying the next stages of learning. Children clearly enjoy looking through the photographs and samples of their work in their folders. This information provides a good basis for the assessment of early learning goals which will then be handed on to the primary school.

Staff pick up on children's individual interests and encourage them to be active learners and to think critically. Children enjoy dressing up, artwork is displayed and commented on in terms of colour and texture and in another corner an adult gathered an increasing number of children around her when reading a story. As a result they were making good progress in their language development. Children have a high awareness of the value of a healthy diet and a healthy lifestyle. They enjoy eating their fruit and drink in a small group with an adult. Children use language well and confidently talk with adults and with each other. These discussions reflect an excellent understanding of effective hygiene routines and the benefits of an active lifestyle. Children behave well and are settled and happy in the setting. Relationships with each other and with adults are productive. This was illustrated by children's enthusiastic contribution as a group to a very good session in the new hall where the quality of physical development they displayed was above average for a group of early years children. They perform different exercises involving balance, catching and jumping with good skill. Children make good progress in communicating, literacy, numeracy and skills relating to information and communication technology.

The setting's focus on welfare is good. Parents are very appreciative of the positive ethos of the setting and their feedback includes comments such as 'A happy parent and child'. Staff listen to their ideas and respond to them. For example, on entry each morning parents and carers have a quick informal chat with their child's key person.

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	2
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	1
The extent to which children adopt healthy lifestyles	1
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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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