

# Charvil Pre-School Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	30/03/2011
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<b>Email</b>	
<b>Type of setting</b>	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

Charvil Pre-school opened in 1968 and is managed by a voluntary committee made up of parents. It operates from a church hall. The pre-school has access to two main rooms, toilets, a kitchen and an outside play area and serves children and families from the local and surrounding villages.

The pre-school is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 24 children aged from two years to under eight years. Currently there are 25 children on roll, of whom 24 receive funding for early years education. The pre-school opens five days a week, school term time only. Sessions run from 9.15am to 12.15pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional or bi-lingual language.

There are seven members of staff who work with the children of whom six hold early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff with support from the committee demonstrate a clear awareness of their roles and responsibilities in ensuring children's welfare and learning is effectively promoted. Learning opportunities are supported well through a good range of toys and resources available both indoors and outside. Children and their families are valued in this inclusive setting and a good relationship is built with parents as information about the children is shared. Close links with other carers and early years practitioners provide continuity and coherence in meeting children's needs. Children are confident and demonstrate a sense of belonging within the setting as they develop secure, trusting relationships with staff. Most children are aware of the behaviour boundaries. Outcomes for children are constantly improved as staff demonstrate a capacity to develop their practice through effective monitoring and evaluation systems.

## What steps need to be taken to improve provision further?

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

- support children's understanding of how to behave by applying consistent strategies to manage behaviour

## **The effectiveness of leadership and management of the early years provision**

Designated areas within the hall are attractively set out on a daily basis by staff to successfully offer a child friendly and welcoming environment, with a broad range of age-appropriate resources available from which children can self select. Resources and equipment covering all areas of learning are available indoors and extended through the use of resources outdoors, to provide a range of opportunities for children who prefer outdoor play to progress their learning. Staff effectively deploy themselves to be on hand to support children and are aware of each child's needs to help them achieve and make good progress in their development. The uniqueness of each child is recognized and all children and families are valued. Toys and resources are in good condition and appropriate storage ensures they can easily be accessed by the children. Toys, resources and activities promote positive images and challenge children's thinking to help them begin to understand about similarities and differences of their own and others' lives.

There are clear safeguarding procedures in place and a rolling programme of training ensures staff are fully aware of their priority in keeping children safe. Parents are informed of safeguarding procedures at the 'new children's' welcome meetings. All staff have the appropriate clearances, visitors procedures are in place and any person not suitably vetted is never left unsupervised with the children. Good induction procedures ensure staff are fully aware of their role and responsibilities and parent helpers receive clear information about confidentiality and their function in the pre-school. All required policies and procedures are in place, have recently been updated and are currently being reviewed by staff before they are made available to parents. Policies and procedures provide a clear framework for documenting accidents and administering medication and all required children's documentation and parental consents are in place and stored confidentially.

Comprehensive written risk assessments are in place for the premises and garden and daily checks ensure that all possible hazards are identified and risks minimized. Systems to share relevant information with other early years settings are extremely effective in providing a smooth transition for the children as they move through the educational system. Links with other childcare practitioners and health professionals help ensure that all children reach their full potential according to their needs. Staff reflect on their practices as they evaluate at the end of each session, put forward their ideas and comments and seek feedback from parents, demonstrating commitment to driving improvement through clearly outlining future progress and aims. Staff are proactive in seeking advice from the local authority early years adviser in order to improve their practices and demonstrate a strong commitment as they work well together to ensure sustained improvement. Parents express confidence in staff and highly praise the care and learning experiences the children receive, stating that they feel well informed of pre-school practice and events as they have access to a notice board, participate in the pre-school day as they help out on the parents rota, are involved in a stay and play morning and receive information about the setting from a variety of sources, such as a

newsletter, notice board and daily verbal exchanges.

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

Children are provided with good opportunities to help them progress across all areas of learning both indoors and outdoors. The environment is conducive to children's learning as toys, resources and planned activities effectively promote their development as they provide children with stimulating and interesting challenges. Staff know the children well and plan for individual needs using the children's interests and ideas as starting points. There are good systems for observation and assessment in place that along with information from parents and other persons involved with the children identify next steps to enable children to successfully move their learning forward. Parents are actively involved in all aspects of their child's development, making regular contributions to the learning journals that effectively show their children's progress. Children begin to understand about healthy practices, such as hand washing routines and snack time as they access hand washing facilities by themselves and see pictures encouraging them to drink when thirsty displayed near the snack table. This helps underpin a healthy lifestyle. Children's well-being is promoted by staff as children begin to learn how to keep themselves safe from the possible consequences of their actions, for example, being careful not to tread on children who are playing a rolling game on the floor.

Children develop secure, trusting relationships with staff and each other as they invite adults into their games and play alongside each other well. Children are lively and behave generally well as they are reminded by staff to say please and thank you and listen to requests from staff, for example, not to run indoors. However, on occasions when children do not respond positively, staff do not consistently follow strategies to manage inappropriate behaviour. This does not support children's understanding of acceptable conduct. Children are provided with ample opportunities to develop their independence, as they decide when and what they would like for snack, self select from age-appropriate toys and resources and put on their coats for outdoor play. Children choose from a wide range of books in the cosy book area to look at alone or with staff, further enjoyment of books encouraged as parents and children select books to read at home. Children begin to recognise simple words through labelling and displays around the pre-school and begin to recognize letter sounds as they use phonics in focus groups. There are many opportunities for children to mark make as they enjoy a dedicated area indoors where they access a range of stationery materials with tools such as hole punches, scissors and sticky tape to develop their ideas. Staff are proactive in helping develop children's language skills as they ask open-ended questions to develop thought processes and extend vocabulary. Opportunities for children to develop their mathematical understanding is promoted through everyday play, for example, during role-play as they cut the play dough into pieces and count how many are needed to go into the cake tins, play shape games, build with construction and identify numbers in both numerical and word form displayed indoors and outdoors. A range of equipment provides children with opportunities to ride, push wheeled toys and balance to develop their physical skills and develop

control and coordination through malleable materials and the use of tools. Children have good access to a range of media with which to explore their creativity and role-play helps them explore real and imaginary situations. Children explore sound as musical instruments are accessible and clearly know and enjoy a wide repertoire of songs and rhymes.

Inclusion is threaded through the settings practices as staff value children and their families, acknowledging and celebrating events that are relevant to them, for example, enjoying a carnival day and planting seeds for Mother's Day gifts. Children find out about the natural world as they play out each day, talk about the seasons, watch the frog spawn develop; grow cress, flowers and vegetables. Children have access to every day technology as they confidently use calculators, the CD player and have access to a wider range of ICT resources. Children begin to find out about the local community as they have had visitors into the group such as the paramedics and have a planned visit from the police. Staff are knowledgeable about the Early Learning Goals and steps towards them, demonstrating through their planning that they have a clear understanding that children learn through play and providing a positive environment that helps children progress well.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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