

Nynehead Under 5s Pre-School

Inspection report for early years provision

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Inspector

Sara Bailey

Setting address

Nynehead Village Hall, Nynehead, Wellington, Somerset,
TA21 0BS

Telephone number

07947 663108

Email

Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Nynehead Under-fives Preschool re-registered in 2010 as a new business, although it has been operational since 1994. The preschool operates from Nynehead village hall, Nynehead, Somerset. One large main room is the main play area used by the children, with free-flow access to the fully enclosed playground for outside play. There is also a kitchen for staff use and toilet facilities directly off the playroom. The preschool is registered on the Early Years Register to care for a maximum of 24 children within the early years age range at any one time. It provides care for children from aged two to under five years of age. The preschool is open on Mondays from 9.00am until 1.00pm, running a Forest School in nearby woods, Tuesdays and Fridays from 9.00am until 3.30pm and Thursdays from 9.00am until 4.00pm, term-time only. There are currently 34 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The setting is owned and managed by two joint managers who work directly with the children. Both hold level 3 qualifications and are working towards level 4 qualifications in Early Years. One manager also holds a level 3 qualification in Forest School. They are supported by two further members of staff with Early Years qualifications, of whom one holds a level 3 qualification, and the other holds a level 2 qualification and is working towards her level 3 qualification. One member of staff holds a level 2 Teaching Assistant qualification and a level 3 Forest School. Two volunteers also support the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Nynehead Under-5's Pre-School provides exemplary care and is highly effective at making sure that children make significant progress towards the early learning goals. Therefore children's individual needs are met exceptionally well within the Early Years Foundation Stage. The settings capacity to maintain continuous improvement is excellent, with high staff morale and a wonderful team spirit. Overall, documentation is of a high standard and any minor weaknesses have already been identified by staff, which shows excellent self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing monitoring systems further, for the continued effectiveness of documentation and record keeping.

The effectiveness of leadership and management of the early years provision

Safeguarding children is promoted very effectively in everything the staff do. They have comprehensive policies and procedures, which all staff are aware of and can refer to easily if they are concerned about a child. They undertake thorough risk assessments both inside and outside to ensure children are safe, but also provide children with safe risky play experiences at their Forest School. Potential dangers, such as cooking on an open fire, are rigorously risk assessed and supervised. Staff are continuously improving security at the premises, and have recently added a chain on the front door and a safety gate to prevent children accessing the door area, as well as a bamboo screen secured to the outside gate to prevent children leaving the premises unsupervised.

The staff team are extremely committed to improving outcomes for children. They are continuously evaluating their own practice and discussing ways to further develop ideas in consultation with parents, to meet their needs. Very minor weaknesses relating to record keeping that were identified at inspection, have already been identified by the management and are in the process of being discussed with staff. This shows an excellent understanding of self-evaluation, and embedding ambition and driving improvement.

Equality and diversity is promoted exceptionally well and is at the heart of all planning and children's experiences. For example, an Indian Persona doll is used as a child-sized puppet to talk to the children about significant events in their lives, such as starting school, travelling abroad and attending a wedding. Boys and girls are able to dress up in a sari and wear Bindis on their foreheads to explore customs and traditions of India. All resources are available to both genders, which promotes equality effectively. Children also explore Bastille Day, which supports children's own family traditions. Staff routinely share some children's ability to count and speak in different languages with the wider group, to extend their knowledge of different countries and cultures. Staff enthusiastically use sign language with children to develop their communication skills and develop children's awareness of disability and special needs.

The staff provide an enriching environment for children to learn and develop. Toys and resources both inside and outside are highly stimulating, linked to children's interests, and meet their individual needs in an effective way. For example, children enjoy a range of different wheeled toys which meet their age and stage of development. Roadways are chalked on to the ground by staff to make the children's play more exciting and meaningful, with road signs to learn about road safety. Activities are flexible. Plans to create a clown for a wall display, in line with the current theme, are changed to accommodate children's ideas of drawing around a child to make the clown. The plan to make one clown develops into making many as all children want to be drawn around, further meeting children's individual needs. Staff work hard to set up the shared village hall in an inspiring way prior to children arriving. They set out an abundance of resources, and there are many more easily accessible in clearly labelled boxes and units, to encourage self-selection by the children. Staff deployment is excellent and enables free-flow

between the inside and outside, to highly successfully meet children's individual needs. Staff greatly develop children's love of books and stories by providing a library book service.

Partnership with parents is promoted at every opportunity. Staff have an open door policy, for parents to be able to see how their children are settling in. They have regular informal and formal discussions with staff to talk about individual progress towards the early learning goals. Daily diaries are full of useful information about the child's day from the child's key person. Regular parents evenings and open access to their children's development files give parents a valuable insight into their children's routines and progress. Equally, parents share their knowledge of their children with staff, through termly forms about what makes their child unique, which enables staff to plan for individual interests. Staff work extremely hard with parents to form positive links with other settings children attend and schools they will be moving on to. Although these links are not always as successful as the setting would like, staff are certainly proactive in their approach, and have some very positive partnerships. The staff's commitment to ongoing improvement is inspiring, as they aim for outstanding partnerships with all other provisions children attend, and are continuously looking at ways to further develop this.

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

Children have excellent levels of achievement and demonstrate outstanding progress in developing the skills that will help them in the future. For example, they relish their time at Forest School where they explore the natural world, collect kindling to make fires and cook marshmallows and toast for snack on the fire. They learn about the world around them from bug hunting and making dens. Children are equally as skilled with their use of technology. They confidently and competently use the laptop in the setting, and after asking for permission to change the programme, they are able to self-select and do so themselves. Children are able to recognise their names from everyday self-registration systems which use both capital and lower case letters. All aspects of learning are age and stage appropriate, to both interest the children and provide sufficient challenge. For example, young, new children are at first just delighted to see the ever-changing photos of themselves on the laptop during the session, which introduces them to technology. Children are supported to access the laptop initially and then left completely alone to be independent learners as they understand the rules and responsibilities of the setting. Likewise, name cards initially have the children's individual peg-picture to help them recognise their name on arrival but later in the session, for self-registration at snack time, they do not.

Children learn how to keep themselves safe through experiences at the Forest School, such as walking safely along the lane to the woods, keeping safe around fire and using tools. They show a strong sense of security within the setting, independently accessing the toilets and making choices to play inside or outside. They negotiate the steps with ease and ride around skilfully on wheeled toys, very

aware of their peers. Children participate in regular fire drills to prepare them for an emergency evacuation, and learn about every aspect of safety from discussions and excellent role-modelling by staff.

Children are extremely active at the setting. They make choices to play outside whatever the weather, developing their physical skills through ride-on toys, balancing, climbing, and using bats and balls. Children also enjoy participating in races, and practice enthusiastically for sports day. Children understand their muscles are working hard when running, hopping, skipping and jumping and feel their heart beats after exercise. Children know when they are thirsty and independently help themselves to drinking water. They make healthy choices of drinks and snacks, knowing that fruit is healthy for them and that toasted marshmallows at Forest School are a treat. Children's individual health requirements are met exceptionally well, including cookery sessions so that all children are included in activities, promoting equality. Children learn about the importance of effective hygiene from informative posters in the bathroom and staff discussion on how to wash their hands correctly, using liquid soap and individual paper towels to prevent the risk of cross infection.

Children's attitude to learning, their desire to participate and willingness to make choices is excellent. Children play harmoniously along side each other with older children spontaneously looking after younger, newer children. They are exemplary role models. They share and take turns really well, respect each other and make positive friendships. Children clearly feel valued and relish in singing songs with their names included in the verses, promoting the sense of belonging. Children respond to staff requests to tidy up, quickly and maturely helping each other, in order to move on to the next exciting activity they know is coming from their established routines. Children's behaviour is outstanding and they flourish from much praise and encouragement, where everyone is treated as an individual within a caring group of fun-loving staff and children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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