

Laxfield Pre-School Group

Inspection report for early years provision

Unique reference number

EY418781

Inspection date

13/07/2011

Inspector

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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

Laxfield Pre-School Group was established in 1992 and re-registered when it moved to the current premises in 2010. It is a registered charity and is managed by a voluntary management committee made up of parents of some of the children who attend the setting. It operates from purpose-built premises within the grounds of All Saints Church of England Voluntary Aided Primary School in Laxfield, Suffolk. All children share access to a secure enclosed indoor and outdoor play area. The premises are fully accessible.

A maximum of 30 children in the early years age range may attend the setting at any one time. There are currently 21 children attending from age two to under five years. The pre-school is open each weekday from 8.30am to 11.30am and 12.30pm to 3.00pm, during school term times only. A lunch club is also offered from 11.30am to 12.30pm. Children come from the local area and attend for a variety of these sessions. The provision is registered on the Early Years Register. The setting supports children with special educational needs and/or disabilities. The setting provides funded early education for three- and four-year-olds.

The pre-school employs seven members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications to at least level 3. The manager holds Early Years Professional Status and the setting has achieved accreditation as part of the Suffolk Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development in the Early Years Foundation Stage are fully enhanced by staff who are well-qualified and highly experienced. The setting has excellent relationships with parents and seeks support and advice from other professionals and settings involved with the children to ensure that their individual needs can be fully supported. The setting has established robust procedures for evaluating and monitoring their excellent practice and has identified areas for improvement to benefit children's continued learning and development. The pre-school has clear aims and objectives for children's learning and all staff are fully supported in their training and development so that the effective practice in the pre-school continues to provide extremely positive outcomes for all children who attend.

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 further the opportunities for parents to provide feedback, share their children's achievements from home and add comments to their

progress records.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively supported as all staff have an excellent understanding of the pre-school's safeguarding children procedures. Staff are fully aware of the steps to take should they have any concerns about the welfare of a child. The majority of staff have recently updated their knowledge on safeguarding children through attending training, which is effectively maintained. The pre-school's policies show clear procedures and include local contact numbers, which are displayed so they can be accessed easily. The pre-school has comprehensive written risk assessments that have been undertaken for all areas, equipment and activities within the pre-school to ensure that children are effectively protected from any potential dangers. Staff complete daily, weekly and monthly checks to ensure that children's safety is effectively enhanced, alongside the annual risk assessment. The emergency evacuation of the premises is practiced on a regular basis. This ensures that children's safety is a high priority. The pre-school also hold joint fire drills with the school to fully enhance children's knowledge on the emergency evacuation procedures. Children are taken on regular outings and staff ensure that children's safety is paramount when out walking or visiting places within the local community. Clear effective written risk assessments are undertaken before each outing to identify any potential hazards to children.

Partnerships with parents are highly effective; they are kept fully informed about their child's learning and development through daily verbal feedback. All children's learning journey records are available for parents to view at any time. This enables parents to view and contribute comments regularly about their children's interests and learning at home. This also helps to keep the staff updated with any changes in the children's learning and development. However, not all parents are fully involved with adding comments to children's records so that they are fully involved with their child's learning. Parents are kept informed about the provision through the notice board in the entrance, and copies of the pre-school's comprehensive policies and procedures are always fully available. The plans are displayed and show the range of activities children will participate in throughout the week. This helps to keep parents further updated on what their children are learning each day. Parents are invited in to speak to their child's key person and to discuss their child's progress with staff twice a year. Parents are asked for their feedback and input in reviewing their children's progress and with setting future learning goals for their children with their key person. The pre-school encourage parents to take an active part in their children's learning by attending a stay and play session. This allows them to see first hand the experiences and activities that their children undertake to enhance their learning. Joining the committee enables parents to support and put across their views regarding the running of the pre-school.

The pre-school has in place effective procedures to exchange information with other settings children attend. Staff make regular visits to speak to the child's key person and share children's learning journey records. This is a highly effective way to ensure that children's learning is actively supported and enhanced between the

two settings. Teachers from the primary school come in to meet the children and they visit the school every half term to join in with a lesson to help children to develop secure, positive relationships and familiarise themselves with their new surroundings. The pre-school and primary school have regular joint events and celebrations throughout the year, which ensures that they feel settled and are fully supported with transitions. There are excellent relationships between the pre-school staff and the headmaster and teaching staff at the primary school, which enhance children's transitions and ensure that their learning is actively supported. When children start at the pre-school they are provided with a key person to help them feel extremely secure and settled. This ensures that their individual capabilities are provided for on a continuous basis in readiness for school.

All of the staff hold early years qualifications and are fully supported to extend their knowledge through undertaking additional training. This effectively helps to support and enhance all aspects of children's learning and development. Through the robust self-evaluation process, the pre-school's practice has been reviewed and evaluated and areas for development to benefit children's learning and development have been clearly identified. The pre-school has in place a comprehensive range of policies and procedures to support their good practice, which are regularly reviewed and updated inline with any positive changes to the already exemplary practice of staff.

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

Children are provided with a range of healthy options to actively promote their good health at snack time. Children's self-care skills and independence are effectively enhanced as they help to prepare the food for snack. They use knives under supervision to cut up apples and cheese, and count out the breadsticks to ensure that there is sufficient for the number of children attending. Children are active in making their own decisions when they eat to meet their individual needs as snack is on a rolling plan. Children pour their own drinks and clear and wash their own cups and plates up after snack. This helps to enhance their understanding of positive hygiene routines and their hand-eye coordination. Children are learning that they wash their hands to remove germs before eating and after using the toileting to actively maintain their good health. The pre-school has recently introduced a 'hot Wednesday'; this allows children to have a hot meal that is prepared by the school kitchen staff to help prepare them for the lunch time routines when they start full-time education next term. The new premises allow children to access the outside area to meet their own interests and enhance their learning. They have space to run, climb and jump to support their physical development effectively. Staff provide challenge by setting up an obstacle course that actively contributes to children's balance, coordination and physical skills.

There are two designated staff with additional qualifications so that children with special educational needs and/or disabilities can have their individual learning needs fully supported. Children learn about the wider world and other cultures and beliefs through a range of activities and celebrations throughout the year. There are many displays around the setting in other languages to promote children's

understanding on the heritage of others. Festivals around children's own backgrounds and beliefs are also celebrated within the pre-school. The new premises and layout of resources enhances children's learning as they are able to make their own choices from resources stored at a low level. Children are learning expected codes of behaviour as they display good manners to each other and staff, and their behaviour is exemplary during the sessions. Staff effectively support children in learning how to share and take turns. Children help to tidy away resources and this helps them to learn respect for their environment and how to care for their resources. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and they follow the instructions to complete the obstacle course. Children enjoy singing songs and rhymes from memory. These activities effectively promote children's thinking skills and develop their understanding of communication.

Children have free access to a wide variety of resources to draw and colour, and opportunities for them to write for a purpose are readily available. Children have opportunities to solve problems as they experiment with volume through filling and emptying containers during water play. Children play games on the computer and use the mouse with skill and confidence. This promotes their understanding of technology and their hand-eye coordination. When exploring the outside area, children find a stag beetle. Staff provide containers to hold the beetle and magnifying glasses so children can observe and develop their understanding of living things. Staff collect a range of play bugs and insects so children can look at similarities and compare the differences.

Staff take advantage of everyday situations to extend and enhance children's learning. For example, they encourage children to count when helping at snack; they sound out the initial letters of their names to help children to find their own name card, and children's interests are fully captured when telling stories. All staff have input with planning activities each week around the individual needs of their key children. Children's individual interests and learning needs are added to the plans to show that their views are valued and actively enhanced. Plans show both adult and child-initiated activities; these are evaluated to ensure that the learning outcomes have been achieved and include areas for next steps to support children's ongoing progress. The staff know children's individual needs well and undertake regular observations, with the next steps in their learning clearly identified. This is included in the weekly plans to support children's ongoing learning. Children's progress is evaluated and reviewed every six weeks and inputted into the medium-term plans. This information is used effectively and inputted into the weekly and daily plans, which are highly effective in meeting children's individual learning goals and abilities.

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

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|--|---|
| 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

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|--|---|
| 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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