

Caythorpe Pre-School

Inspection report for early years provision

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Inspector Bernadina Lavery

Setting address Caythorpe Cp School, High Street, Caythorpe, GRANTHAM,
Lincolnshire, NG32 3DR
Telephone number 07952990710
Email caythorpepreschool@googlemail.com
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

Caythorpe Pre-School first opened in 1975 and re-registered in 2010 due to a change of premises. It operates from Caythorpe Primary School, in Grantham, Lincolnshire. Children use the main hall for play, and have access to cloakroom facilities. The pre-school has access to a secure, enclosed outdoor play area. It is run by a voluntary management committee and serves the local area. The pre-school currently supports children with special educational needs and/or disabilities.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children from two to under five years may attend the pre-school at any one time. The pre-school opens from Monday to Friday during school terms. Sessions are from 9am to 12 noon. Children attend a variety of sessions. The pre-school is in receipt of funding for early education places. There are currently 34 children on roll, 28 of whom are in the early years age group.

There are five staff who work with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 in Childcare, Education and Development. There is one member of staff working towards a Foundation Degree in Early Years and one is undertaking an apprenticeship. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children happily attend this welcoming pre-school, where they make good progress in their learning and development. Staff are experienced, enthusiastic and have a good knowledge of the Early Years Foundation Stage, resulting in successful planning and a fully utilised environment. Assessment systems are detailed and mostly effective in showing children's progress across the six areas of learning. Excellent relationships are nurtured with all parents, carers and children's families. Inclusion is given good attention and links with other professionals in order to support children with specific needs are developing. All staff contribute to the evaluation process and future goal setting, effectively supported by the pre-school committee.

What steps need to be taken to improve provision further?

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

- refine, analyse and review assessments in order to effectively summarise all aspects of each child's development and learning

- develop further personalised, tailored support according to children's special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as staff understand their duty to report any child protection concerns and attend training to ensure their knowledge is current. Staff understand the Common Assessment Framework (CAF) referral process in order to elicit support and advice for families in need. Inclusion is given good attention and staff are committed to supporting all children in their care. Staff foster good relationships with the host school and Local Authority development team. Staff are developing collaborative working links with medical professionals, including health visitors and occupational therapists. However, there is further scope to seek professional advice on how to refine personalised, tailored support for children with special educational needs and/or disabilities. Detailed policies and procedures are regularly reviewed and updated to assist in the efficient management of the pre-school. Robust recruitment and vetting procedures include provision for checking references and Criminal Records Bureau checks. Effective security measures are in place and include secure premises, staff vigilance and a visitors' book. Detailed risk assessments identify hazards and include outings within the local community. This ensures children's safety is prioritised. Children's health needs are well-documented and staff are experienced in dealing with special diets, such as coeliac and nut allergies, ensuring children's individual needs are respected. Effective systems are used to record any accidents or illness children may experience while at pre-school. This is supported with contact numbers for families, ensuring parents and carers can be swiftly notified. Staff are proactive in keeping their first aid training up-to-date, ensuring they can respond appropriately in the event of an emergency.

The good team working amongst the staff team contributes to a safe environment, where children enjoy their learning and have fun. The bright, welcoming environment is very well-utilised and the pre-school operates a free-flow system, ensuring children can direct their own play. Classical music plays in the background, helping to create an ambient atmosphere. Excellent quality, sustainable resources are easily accessible to children, enhancing their play experiences. Staff are sensitive and professional in their interactions with children and their families. Excellent relationships are nurtured with all parents and carers. Feedback from parents and carers is very positive as they feel their children thrive at this pre-school, especially since moving to their new premises. Families receive excellent quality information through newsletters, notices and daily discussions. Children's transitions are very well planned. For example, children can dress up in the school uniform as part of their role play. Children relate well to a puppet character, known as 'Louis' and a pictorial booklet shows Louis' visit to school. This helps children to prepare and become familiar with the layout of the school premises and daily routine. Team morale and enthusiasm levels are high and overall leadership is clear. The pre-school committee provides an enabling, supportive role in the day-to-day management. All staff are fully committed to enhancing the pre-school and improving quality. Staff are supported and

encouraged to continue their professional development through ongoing training.

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

Children make good progress at this lively setting because staff deliver the Early Years Foundation Stage with confidence and enthusiasm. Staff plan activities that cater for variations in children's progress. For example, during a cutting activity, children are encouraged to cut straight lines, zig-zag lines and around shapes. Comprehensive assessment systems are in use and include children's starting points and observations from focussed activities. However, there is further scope to refine, analyse and review assessments in order to effectively summarise children's incidental learning across all areas. Children's understanding of diversity is developing through planned activities. For example, they contribute to rangoli pattern displays, helping to develop their understanding of Hindu festivals in a meaningful way. Children's behaviour is excellent in response to praise and encouragement, and from the positive staff role models.

Friendships are clearly developing and children understand the importance of sharing and taking turns very well. For example, children using the computer share the mouse and help each other navigate through a programme. Children are developing secure, trusting relationships with each other and staff. At group time, they share their special moments by showing achievement certificates and then enjoying praise from the group and a gold star from staff. Number and problem solving skills are emerging as children chop and manipulate play dough, using mathematical language to describe the size of the shapes they create. Mark making skills are developing well as children confidently use chalks to draw on the ground outdoors and stand back to admire their patterns. Listening skills and children's ability to link letters and sounds are well supported as children play a game where they find items beginning with certain letters. Staff are undertaking training to support children's early language development. Children are encouraged to use their imaginations and be creative as they play with rock pools, balancing toy seals on drift wood and stones. This play is enhanced with the sound of the sea playing in the background and children talk about hearing the waves crashing against the rocks. Children are developing a sense of time as they are supported in singing a song about the days of the week and know that today is Tuesday. Overall, children are developing good skills to support their future learning.

Children are developing an excellent understanding the importance of healthy lifestyles. For example, snack time includes a variety of fruit, raw vegetables, crackers, milk and water. The pre-school has a five star hygiene rating from the Environmental Health Department and staff are vigilant in ensuring children develop their own personal hygiene routines. Children are developing a good awareness of playing safely. For example, while using a wooden hammer and nail set, children are reminded to pick up any nails that fall on the floor in case

someone treads on them. Regular fire drills help children to become familiar with the evacuation procedures in the event of an emergency. Children have excellent opportunities to enjoy fresh air and exercise. Use of the spacious, stimulating school grounds ensures children can run, climb, balance and appreciate the freedom of a large open space.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
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