

The Village Pre-Schools

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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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

The Village Pre-Schools first opened in 1965. The pre-school operates from a large room, smaller room, entrance hall and secure outside area in the Tylers Green Methodist Church.

The pre-school welcomes children from the local area and from further afield. The pre-school may care for a maximum of 34 children at any one time. There are currently 34 children on roll aged from two and a half years to four years of age. Children aged three and four years are funded for free early education. The pre-school currently supports children with special educational needs/or disabilities, and those who learn English as an additional language.

The pre-school opens five mornings a week from 9.15am until 12.15pm. An extended session is offered on Monday, Tuesday and Wednesday until 2.15pm and on Thursday and Friday until 1.15pm during term time only.

There are nine members of staff who work with children. Eight of the staff hold relevant early years qualifications ranging from level two to level six.

The pre-school is accredited with the Pre-school Learning Alliance and registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel settled and secure in the pre-school because all necessary documentation is in place to help to keep them safe. Parents feel included in their children's learning because there are suitable methods of communication to inform them of their progress. Wider partnerships are sufficient to make sure that children make satisfactory progress in their learning and development. However, there are limited opportunities for children to develop their learning of problem solving, reasoning and numeracy and engage in imaginative play every day. Children are beginning to develop useful skills for the future. However, at times children are unable to select their own resources and activities independently.

Recommendations from the last inspection have been addressed, but self-evaluation procedures are not sufficiently robust enough to set challenging criteria for continued improvement.

What steps need to be taken to improve provision further?

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

- provide a range of activities for children to develop their understanding of problem solving, reasoning and numeracy in the outside environment
- increase children's ability to express ideas, feelings and preferences through greater opportunities to engage in imaginative play
- encourage greater independence in children's learning by giving them more opportunity to select resources for themselves
- extend self-evaluation in order to identify more accurately where systems need improvement to better meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Pre-school staff are suitably trained and have the skills and expertise required to keep children safe. A full induction process for new staff makes sure that all those who work with children are suitable to do so. The pre-school identifies potential dangers in the environment and takes steps to eliminate risks by conducting risk assessments that they review on a regular basis.

The pre-school manager is motivated to seek further improvement through plans aimed at improving areas of weakness. Recommendations from the previous inspection have been acted upon and fire safety procedures are now fully in place. Adequate systems are in place to monitor the progress and well-being of children and the quality of teaching and learning. The pre-school manager undertakes self-evaluation largely without seeking the views or involvement of other staff, parents and children. Although monitoring and analysis identifies most strengths and weaknesses, target setting does not provide sufficient challenge.

All children are making satisfactory progress from their individual starting points. Resources are adequate to support children's learning and development. However, problem solving, reasoning and numeracy activities and resources are not always available for all children on a daily basis. Opportunities for children to engage in imaginative play are inconsistent; as a result some children do not make sufficient achievements in these areas.

The pre-school works well in partnership with other agencies such as speech and language therapists, to meet the needs of children who have additional needs. Procedures are in place to share information with other providers who support children. Children learn about the society in which they live through celebrating festivals such as Diwali, where children dress up and make paper lanterns. Staff work in partnership with parents through the sharing of information and news via newsletters, parents meetings and information display boards. Parents are complimentary about the care that their children receive. They feel welcome in the pre-school because staff are friendly and approachable.

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

Children enjoy their time at the pre-school and achieve well in most aspects of their learning although some areas are less well developed. Children are developing co-operation skills as they work together taking turns and sharing equipment. Staff use observations to discover children's interests and plan activities that will help to follow these, helping children to engage in learning. Children are interested in asking questions about things that interest them such as leaves in the garden. At times children's independence is limited because they do not have the opportunity to make free choices about their learning.

Children demonstrate a sense of belonging and this means that generally they display confidence and a willingness to take part in activities. When playing together children are respectful of each other and friendly, supporting each other to put on their coats and do up the zip before playing outside. This helps children to build their self-esteem. Children are developing an understanding of diversity through the activities and experiences they participate in.

Children are starting to gain awareness about healthy lifestyles because staff remind them to maintain their own personal hygiene. Children are encouraged to wash their hands before eating snack, at lunchtime, and after using the toilet. Children are encouraged to get a tissue when their nose needs wiping and dispose of the tissue into the bin. Children benefit from free access to the outside area, helping them to understand the importance of engaging in physical play throughout the session.

Some children take responsibility for their own safety and that of others by removing their shoes before entering a dark, cube tent to play with torches and by throwing balls carefully outside. At other times, adults need to give gentle reminders of expected behaviour to make sure that children do not hurt themselves or others by running and sliding across the floor indoors. All staff have developed trusting relationships with children. Their interactions with children are sensitive and supportive and as a result, children feel safe and secure in the pre-school

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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