

Little Overtons Pre-School

Inspection report for early years provision

Unique reference number 305166
Inspection date 13/12/2011
Inspector Shirley O'Brien

Setting address Frodsham C of E Primary School, School Lane, Frodsham,
Cheshire, WA6 6AF

Telephone number 07759 407 365

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Overtons Pre-School opened in 1990. It is run by a committee of parents and operates from a mobile classroom situated within the grounds of Frodsham Church of England primary school in the Cheshire West and Chester district of Cheshire. Children also have use of the school dining hall and school grounds for outdoor play, as well as a dedicated outdoor play area.

The pre-school is open each week day from 9am until 3.15pm, during term time only. Children attend from the local area. The pre-school is registered on the Early Years Register to care for a maximum of 20 children at any one time.

There are currently 37 children aged from two-to-five years on roll. The setting provides early education for three-and four-year-olds. The children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs five staff, including the manager, two of whom hold Early Years Professional Status and two hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and effective service is provided for children as the staff team work well together to provide a stimulating and enjoyable environment. Overall, children are making good progress in their learning and development as their needs are met through observations, planning and discussion. The outdoor area and some routines are not used effectively to support children's independence and development. The extremely close partnerships with parents and carers and other professionals, enables staff to actively meet children's individual needs and successfully provide continuity of care. The staff team are committed to making continual improvements through effective self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the range of outdoor activities to include the six areas of learning
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes
- develop further the children's independence by providing free access to the toilet area and organisation of the lunch club provision.

The effectiveness of leadership and management of the early years provision

Staff clearly understand how to protect children and recognise this as a priority. They are aware of the procedure to follow should they have concerns about a child in their care. All staff members hold enhanced Criminal Record Bureau checks, which are reviewed on a regular basis. This means the children are cared for by suitable staff. Risk assessments are carried out annually, which include both indoors and outdoor. This ensures the children are well-protected when using the resources or accessing the different areas within the pre-school. The environment is organised flexibly and creatively, so children can choose from resources which interest them and extends their play. Children are cared for by a consistent, qualified and experienced team, who are led by a highly motivated and experienced manager. Staff are well-deployed, which ensures the children are happy, safe and content with the adults who care for them.

Since the last inspection, the pre-school has taken steps to meet the recommendations made, therefore, meeting the needs of the children well. The staff undertake regular observations of the children for assessment purposes. However, these are not used to show next steps for children's development. Therefore, these are not as useful as they could be to enable children's learning and development to be fully developed. Long term planning and children's individual plans show a commitment to promoting equality and diversity within the pre-school. Children's individual needs are addressed through the setting's commitment to equality. All children learn Makaton to support those with speech and language difficulties and to enhance their communication skills. Self-assessment systems highlight realistic improvements for the pre-school. Reflection of practice is ongoing for all the staff team and committee enabling improvements to be planned and implemented. For example, the snack time routine has been adapted to enable children to develop independence. However, the lunch club is undertaken in the school hall, which does not enable all children to feel secure or independent.

Partnerships with parents are excellent as the manager and staff establish positive relationships with them. This is significantly enhanced as parents are invited to volunteer and a dedicated weekly 'Daddy Day' promotes males being involved in their children's education and development. Good information is obtained from parents at the outset to enable staff to respond well to children's needs. Parents receive opportunity to share their child's progress. The staff provide activities to undertake at home to enhance the areas of learning. Partnerships with the local schools are superb. The pre-school actively contributes to the transition to other early years settings and have initiated a programme for this. The manager and staff meet with other providers to share information regarding the children's learning and development to enable positive outcomes for children continue.

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

Staff fully understand the Early Years Foundation Stage and consider the uniqueness of each child. This enables them to effectively plan for all children's learning and development. The children have access to a wide range of resources, which help them to develop skills and offer enjoyment as they can access these independently. Staff understand children's individual needs and support them skilfully and with consideration. Children who are not confident are guided and encouraged by staff to enable them to fully experience activities. Furthermore, children who have special educational needs and/or disabilities are effectively supported, as staff ensure all reasonable steps are taken to be fully inclusive. Therefore, children who struggle with particular aspects of the daily routine receive the opportunity to be involved in alternative activities. Children celebrate a range of festivals, which reflect a diverse range of cultural and religious backgrounds.

Continuous provision is available enabling children to play uninterrupted. Children move freely around the setting accessing a range of learning activities that reflect the six areas of learning. Children have good access to a range of resources that promote problem solving, reasoning and numeracy and communication skills. For example, sorting and matching enable a discussion to take place about families, sizes, colours and missing bears. Independence is reinforced because staff encourage children to prepare and select snacks and access drinking water with supervision. The children are not able to access the toilets freely, which means they must ask for permission to enable staff to give them access to the area.

Children make a positive contribution promoting their personal, social and emotional development. They are reminded about being kind to others and help the staff with jobs, such as tidying up resources. Children display positive attitudes and are well-behaved in the setting. Their self-esteem is promoted as their work is displayed and celebrated. The children have all passed reindeer training school. As part of this, they have learnt new skills, such as balancing on pretend roof tops. This is recognised by stickers and certificates to display.

A strong emphasis on good health ensures the children are well cared for in an environment that supports their physical development and builds on their knowledge of a healthy lifestyle. Children routinely wash their hands prior to eating and following a meal. The pre-school offers healthy snacks to the children twice a day and a lunch club is also available. Children join the primary school children at this time and have the opportunity to receive a hot school meal or enjoy their packed lunch.

The children have continued access to a dedicated outdoor play space throughout the day. They also have the opportunity to use the primary school grounds. Children enjoy team games, such as 'What time is it Mr wolf?' All children receive the opportunity to be involved and this helps them learn about time. A large range of outdoor physical equipment is available for the children to use. However, not all areas of learning are available to children to experience during outdoor play.

Overall, children feel safe and secure in their pre-school environment and develop a strong sense of belonging. New children are supported very well to enable them to build friendships and to be fully included in the setting. This demonstrates clear confidence in well-organised routines.

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	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	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	2
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

