

Debenham Roundabout Pre-School

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Sir Robert Hitchams Primary School, School Corner,
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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Debenham Roundabout Pre-school opened in 1987 and re-registered at its current premises in 2007. It is run by a committee of parents and carers. It operates from a purpose-built log cabin in the grounds of Sir Robert Hitcham Primary School, Debenham, in Suffolk. All children share access to a secure, enclosed outdoor play area and have the use of the playground, field and hall. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register.

A maximum of 23 children from two to under five years may attend at any one time. There are currently 48 children on roll, of whom 31 receive funding. The pre-school is open each weekday from 9am to 3pm, during term time only. Children come from the local area and attend for a variety of sessions.

There are five members of staff who work with the children. Of these, one has Early Years Professional Status and is a qualified teacher; one holds a BEd degree, and one holds a National Vocational Qualification (NVQ) at level 4. Two hold NVQs at level 3, one of whom is working towards her Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's achievement is outstanding because they are fully included in an excellent range of indoor and outdoor activities. Staff are highly skilled at increasing their understanding of making healthy and safe choices. There are outstanding links with parents and carers, the host school and outside agencies, and information and support is shared very effectively. The manager and staff have an excellent knowledge of the pre-school's strengths and areas for improvement and demonstrate an exceptional capacity for future improvement.

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 range and use of technology to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted exceptionally well because staff have an excellent knowledge of safety concerns and child protection procedures. Security within the

pre-school is given a high priority and rigorous daily risk assessments ensure that the indoor and outdoor environments are safe for the children to play in. Staff are deployed very effectively to ensure children's safety throughout the day. Robust recruitment and vetting procedures ensure that staff and adults working with or having contact with the children are highly suitable. Fire evacuation procedures are practised regularly and fully recorded so that staff and children are familiar with the routine for evacuating the building in an emergency. There are rigorous systems for parents to follow when collecting their children. Resources are maintained to a very high standard, are thoroughly checked and monitored and tidily stored.

The pre-school is exceptionally well-led and managed because the manager and staff have high levels of commitment and excellent drive and ambition. There are outstanding self-evaluation systems in place which ensure that the views of parents and carers are valued and improvements have a significant impact on children's experiences and achievement. Staff are very successful in bringing innovation to the framework, such as the development of excellent forest school experiences in the outdoor environment. Outstanding vision and excellent teamwork significantly benefit the children's learning and development. Staff regularly attend training opportunities to enhance their qualifications and expertise. They rigorously monitor activities and set challenging targets and outstanding progress has been made in building on children's strengths, interests and skills. Equality and diversity is promoted to a very high level and excellent support is provided for children with special educational needs and/or disabilities so that they make similar progress to their peers. Children gain an excellent understanding of the world through learning about festivals and celebrations, such as Australia Day and Bastille Day. Staff make highly effective use of an excellent range of resources, such as the forest school area, to meet the needs of the children very well. They have a very clear idea of areas for development, and are very well placed to improve.

Partnerships with parents and carers, the host school, outside agencies and the community are outstanding because information is shared very effectively between them. Parents feel they are kept very well-informed about their child's day, achievements and progress. They value the children's learning journeys, which are shared at consultation meetings, and are fully updated on their children's progress over time. Parents are kept fully informed of special events and activities through informal discussions, comprehensive newsletters, the notice board and website. They are very supportive of trips to the zoo and activities, such as the duck race at Easter, sports day, the Christmas play and the 'summer sizzler village fayre'. Staff have established outstanding links with the host school to ensure that children experience a smooth transition into full-time education. There are outstanding links with outside agencies who help staff to support children with special educational needs and/or disabilities.

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

Children benefit from extremely well-organised, purposeful play and achieve at an excellent level. Staff value the children's ideas and include these in their planning and organisation of activities. Themed role play ideas, such as Down in the Jungle, Shape Castle and the shop, enhance their experiences. Staff regularly monitor the children's achievements and progress and share information very effectively to develop their skills. Children's behaviour is exemplary because staff are excellent role models with very high expectations and a consistent approach to managing behaviour. Children are extremely confident and well-motivated because they receive praise and encouragement from staff. They share resources very sensibly as they build dens in the forest area and hunt for insects. Children have high self-esteem and respect the rules and boundaries which they helped to compile. Staff actively promote their independence and encourage them to make their own choices. Children are very respectful and caring of one another. Festivals, such as Harvest, Diwali, Christmas and the Chinese New Year are celebrated and give the children an excellent appreciation of other cultures and customs. As part of their Chinese New Year celebrations children have fun cooking noodles in their Chinese restaurant, making lanterns and performing a dragon dance. Currently children are enjoying learning about countries around the world as part of their Olympics topic.

Children develop an excellent understanding of keeping themselves healthy and safe. They enjoy learning about healthy eating and make nutritious selections at snack time and lunchtime. They independently choose from a wide range of fruit and vegetables and use equipment very safely as they make soup, pancakes, fruit salads and apple crumble. Their physical skills are developed very well as they climb and balance, ride their pedalled vehicles and walk along the balance trail. Children feel very safe and secure at the pre-school because staff are always available. They benefit from talks about safety from staff and the fire and police services.

Children experience an excellent range of activities and achieve very well. Their communication, language and literacy skills are developed very effectively through listening to stories and re-telling them, such as searching for a bear character in the wooded area. Through play, they demonstrate their ability to problem-solve and count. Their creativity is fostered very well through activities, such as making a dinosaur nest, painting a dragon and printing patterns with sponges and vegetables. Children cooperate very well as they build a fairy den with pinecones. They enjoy learning about music and tapping out rhythms. They confidently use the computer to complete simple programmes. However, they do not make full use of the digital camera and other information and communication technology resources to share their experiences and build further on their skills in this area. The pre-school children enjoy writing their own names and are proud of their displays on writing. Children are prepared extremely well for future learning experiences.

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

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

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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