

# Crick Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	220211
<b>Inspection date</b>	07/06/2011
<b>Inspector</b>	Hazel White
<b>Setting address</b>	Village Hall, Bucknills Lane, Crick, Northamptonshire, NN6 7SX
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<b>Email</b>	
<b>Type of setting</b>	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**

Crick Pre-School registered in 2001 and is a committee-led group. It operates from the village hall in Crick, Northamptonshire. The group serves the local and surrounding areas and has strong links with the local school. The premises are accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school operates during term time only on Tuesdays and Fridays from 9am to 3pm and on Wednesdays and Thursdays from 9.15am to 11.45pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the group at any one time. There are currently 29 children attending who are within the Early Years Foundation Stage. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs five members of childcare staff. The manager holds a level 4 qualification and all other staff have appropriate early years qualifications. The group receives support from the local authority and are members of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is Good.

Children are happy, settled and quickly separate from their parents. Skilled and experienced staff know the children well and work extremely hard to create a child-friendly environment in which children can learn through first-hand experiences. The effective system for planning, together with observation and assessment procedures, means that all children's make good progress in their learning and development. Excellent relationships with parents and positive links with the local school and others involved in the children's care help to ensure inclusive practice for all children. The management team are aware of their strengths and weaknesses and constantly strive for improvement. All required documentation is in place, although medication records are not clearly written.

## **What steps need to be taken to improve provision further?**

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

- improve the content of medication records so that it is clear that parents have given their permission for medicines to be administered to their child
- use daily routines and everyday situations to extend further the children's understanding of numerals, counting, adding and subtraction.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is protected well because the manager and staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected from harm. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns. The manager has attended child protection training to keep her knowledge up-to-date. The setting has robust recruitment procedures in place to check staff's initial and ongoing suitability to work with children and to ensure they know their responsibilities. Thorough risk assessments are undertaken and regularly reviewed to help to ensure that children's care and safety are given high priority. Documentation is generally well maintained and organised effectively to support children's needs and the efficient running of the setting. Although medication records are kept, they do not clearly show that parents have given permission for medicine to be administered. This reduces the effectiveness of the procedure.

Children are well supervised at all times. The good deployment of staff ensures children are effectively supported in their learning as well as remaining safe. This is a 'pack away' setting. Staff work admirably to make the environment welcoming and child friendly so that children have fun. They use a wide range of resources which cover all areas of learning. However, everyday routines and situations are not fully used to promote children's understanding of number recognition, counting, adding and subtraction. The manager and committee are currently looking at ways to enhance children's accessibility to the outdoor area so that they can enjoy free-flow play. There are good systems in place to support children with special educational needs and/or disabilities and for those who have English as an additional language. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included.

Partnerships with parents are excellent. Staff work very well with parents and carers and value their contributions and ideas. Parents speak highly of the staff, for example, they comment on their friendliness, approachability and how they have helped their children settle and enjoy their play activities and learning experiences. Staff are very supportive and are active in sharing information and in encouraging them to provide information about their children's interests, capabilities and achievements at home. This information is filtered into planning and supports their ongoing development. Parents are kept well informed of their children's achievements and have regular access to their learning journeys. In addition, they are updated regularly through newsletters and the parents notice board. The pre-school has developed strong links with other settings who are delivering the Early Years Foundation Stage, including childminders and the local school. This helps children with the transitions between settings. For example, the teacher from the school regularly visits the group and children from the pre-school have the opportunity to visit the reception class for special events and prior to starting school. The manager also accompanies children on their first day to help them settle.

The pre-school group is well led and effectively managed. The team are fully committed to ensuring that they effectively support children's individual needs. The staff work well as a team, they are enthusiastic, deployed effectively and are clear about their roles and responsibilities. A self-assessment document is in place which is used as a working document to ensure that strengths and areas for improvement are clearly identified. All recommendations from the previous inspection have been fully met and implemented. The complaints procedure has been reviewed and the committee have received a grant to fund equipment for the outdoor area, which will improve outcomes for children. This demonstrates the pre-school's commitment to continuous improvement.

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

Children are enthusiastic, enjoy their learning and make good progress towards the early learning goals in relation to their starting points, capabilities and interests. Staff move around the room, engaging with the children to support their learning and enjoyment, extending their play. Children are very confident in their interaction with staff and relationships, allowing them to feel safe and secure. Children's learning is planned for and promoted effectively. Regular observations made by all staff are collated by the child's key person and these are used to support them in planning activities which will interest them and help to identify their next steps of learning and development. There are a good balance of group and child-led activities.

Children are self-assured and engage easily in conversation. For example, talking to adults about what they have been doing during the half-term break and describing the new clothes that they are wearing. As a result, their speaking and listening skills are developing well. Children extend their interest in books and learn that print has meaning because they frequently use the comfy book area to look at books and 'read' to their friends. They politely ask others to be quiet and listen to the story. They enjoy playing with programmable toys and equipment, competently using the mouse on the computer and speaking into voice recorders. Art and craft activities provide children with opportunities to make and create, to paint, model with play dough and explore different textures. They are very proud of their artwork and take it home at the end of the session.

Children develop an understanding of the local community as they walk around the village and visit the local school and church. They celebrate some festivals from around the world and use a range of resources which are representative of other cultures. For example, books, small world toys and role play equipment. Children with special educational needs and/or disabilities are well supported and children have opportunities to learn about similarities and differences amongst people. Toys and equipment are freely and safely accessible to all and care is taken to ensure that these resources depict a variety of abilities. Effective use of the key person system ensures children are able to form appropriate attachments and provides parents with a focal point for information sharing.

Children's behaviour is good. They learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to adult expectations and make choices and decisions about their own learning. Children are kept safe because staff have a good understanding of creating a safe and welcoming environment where risks are minimised. While outdoors, children learn to keep themselves safe. For example, they know they must hold hands to cross the car park and wait patiently by the fence for their turn on popular wheeled toys. Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross-infection and by following sound procedures when children are ill. Children are active and are beginning to understand the benefits of physical activity. They embrace physical play as they join in ball games, PE classes and music and movement. They understand and adopt healthy habits, such as good hygiene practices. In addition, they have a wide selection of healthy snacks and easy access to drinking water.

## 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	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	2
The extent to which children make a positive contribution	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met