

Lea Pre-School

Inspection report for early years provision

Unique reference number EY389111
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Inspector Shirley Ann Jackson

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Type of setting Childcare on non-domestic premises

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).

Description of the setting

Lea Pre-school is a committee-run group that was registered originally in 1982 in the village hall. It moved in 2009 to the main hall in Lea Primary School and has use of the school outdoor play area and facilities. The pre school serves the local community.

The pre-school is open from 09:00 to 11:30 on Monday to Friday in school term times. Children are able to attend for a variety of sessions. The group is registered to care for a maximum of 20 children on the Early Years Register. There are currently 12 children aged from two to four years on roll. The pre-school can support children with learning difficulties or disabilities.

The setting employs three members of staff to work directly with the children. Of these, two hold a recognised childcare qualification to level 3 and the other member of staff is currently on training to achieve a level 3 qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are routinely met as staff recognise the uniqueness of each child. Children make good progress in their learning and development as they enjoy their time at the group and are eager to be actively involved in the choice of activities offered. Staff effectively promote all aspects of children's welfare to ensure they are safe and well cared for. Partnerships with parents and carers is strong, helping to keep them informed of their child's progress, but they are not always involved in this process. Ongoing, appropriate reflection of practice enables the setting to ensure that plans for the future are well targeted to bring about further improvement to the provision and to outcomes for the children.

What steps need to be taken to improve provision further?

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

- build links with other settings to ensure that all adults who interact with the child, including parents, can contribute to the assessment process and to ensure there is continuity in children's learning
- analyse observations to help to plan the next steps for individuals and groups of children
- promote children's awareness of diversity, and help to make families feel welcome, by promoting a positive attitude to disability, ethnicity, cultural and social diversity

The leadership and management of the early years provision

The setting is well-organised. All required records, policies and procedures are in place, are clear and up to date. The staff team work well together and all are clear about their roles and responsibilities within the group. Good systems are in place for staff recruitment, induction and regular appraisals are in place, ensuring that staff strengths and areas for development are identified. This has resulted in an experienced and well-qualified staff team who are motivated and enthusiastic and keen to improve and further develop the service offered to families using the setting. Children are effectively safeguarded through staff knowledge and understanding of the indicators of abuse and neglect. Staff have conducted risk assessments to ensure the safety of the children attending. Steps taken to promote children's good health and well-being are effective, including those to prevent the spread of infection and informing parents of the importance of healthy eating. The group has a range of resources which begins to promote children's awareness of diversity. However, children see few positive images in the setting promoting ethnicity, disability and helping to make all families feel welcome and valued.

Partnerships with parents and carers is strong. Families are provided with an informative prospectus and details of the group's policies and procedures when they first make contact with the group. There is a good two-way exchange of information between the group and parents which enables staff to meet children's individual needs. Ongoing information is then shared through informal feedback at the end of the session, newsletters, useful notice board and regular open events for parents. Parents have access to their child's progress folders, but are not routinely involved in commenting in these folders. Parents speak highly of the quality of care their children receive and of the approachability of the staff. Some children attend other registered settings. Links with these providers have not yet been forged to ensure that all adults involved with the children take part in the assessment procedure and that activities complement each other in meeting children's individual needs.

The setting has made a number of improvements since their move to the new premises. This includes making a secure outdoor area to give children freedom in their choice of playing indoors or outdoors. They have started to use self-evaluation to help them to identify strengths and areas for further development. Areas to develop further include building links with other settings and developing their systems for planning, observations and assessments. Another long-term aim is to have their own building and they are in the process of fundraising for this.

The quality and standards of the early years provision

Children are actively involved in a range of activities and experiences which helps them to learn and develop. Staff have a secure understanding of how young children learn and develop. Children benefit from a balance of adult-led and child-initiated activities. Systems are in place to observe children at play and to assess where they are in their learning. Staff use this information, along with children's

interests, to plan future activities. However, plans for the next steps for individual children are not always in place, making it difficult to follow if key staff are absent. Adults are on hand to support children's learning through interaction, questioning and extending children's play. Staff plan the indoor and outdoor environment selecting resources and activities which cover all areas of learning. A number of resources are easily accessible to children in labelled, low level storage units, providing an enabling environment for the children. Staff have introduced a free-flow system where children choose to play indoors or outdoors.

Children are confident and well-settled during their time at the group. They build secure, trusting relationships with staff and form obvious friendships with other children attending. Children seek one another out to share experiences, such as, playing 'follow my leader'. Children show increasing confidence in selecting and carrying out activities, for example, at free play time they choose what they want to play with. They are aware of boundaries as staff talk to children about these on a regular basis. Some older children are confident to stand up for themselves, saying 'please don't sit in front of me'. Children take initiatives and manage developmentally appropriate tasks, such as, pouring their drinks at snack time. They are confident communicators with adults they know and are familiar with. Children find their names on arrival and self-register, helping them to recognise some familiar written words. They listen to and join in with stories and some can repeat words or phrases from familiar stories. Children's maths skills are promoted through everyday routines. For example, children count the number of children present and find the corresponding numeral. They have opportunities to look at weight and size when they weigh and compare fresh vegetables and measure themselves on a height chart. Children find out about the world around them as they have opportunities to explore natural objects and they find out about the environment as they take part in walks in the local area.

Children are learning about how to live a healthy lifestyle. They take part in daily physical exercise as they develop their pedalling and climbing skills in the free-flow indoor and outdoor environment. Children are offered healthy snacks and have independent access to drinking water. Children develop good personal hygiene routines as they wash their hands willingly before eating. Staff encourage children to think about how to keep themselves safe as they carry out regular emergency evacuation drills. Children are encouraged to consider how their actions may impact on others and sharing and taking turns is encouraged through use of a large sand timer. Staff are positive role models for the children with their calm and friendly manner. Children follow this lead and their behaviour is good.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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