

St Edmunds Pre-School

Inspection report for early years provision

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Inspector Mrs Deborah Kerry

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Type of setting Childcare on non-domestic premises

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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 pre-school was registered in 1973 and is managed by a voluntary management committee made up of local people, and parents of children at the pre-school, past and present. It is situated in the Village Hall in Hoxne near Eye, Suffolk. All children share access to a secure enclosed outdoor play area. The building is accessed via several steps. The group have the sole use of the premises during session times. This comprises of a play room, large hall, kitchen and cloakroom.

A maximum of 26 children aged from two to under five years may attend during term time and children aged from two to under eight years during holiday time. The pre-school is open from 9.30am to 12pm, Monday to Friday, during term time only. A lunch club is offered each day between 12pm to 1pm. An afternoon session is offered until 3pm on Mondays, Tuesdays and Thursdays. Occasional holiday sessions are available from 9am to 3pm. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 16 children aged from two to under five years on roll. Of these 10 children receive funding for early education. The pre-school serves the village and surrounding local area. The pre-school receives support from the Local Authority and has achieved the Suffolk Quality Assurance Scheme. The pre-school employs four members of staff with three relief staff. Of these, five hold appropriate early years qualifications and one is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is effectively supported by the staff. Children's individual needs are fully understood and through regular observations their interests and the next steps in their learning is clearly identified and included in the plans each week. The setting has excellent relationships with parents and seeks support and advice from other professionals and settings involved in the children's development to ensure that their individual needs are fully understood and can be well supported. The pre-school has effective systems in place to monitor and evaluate most areas of their good practice that includes feedback from both parents and staff.

What steps need to be taken to improve provision further?

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

- ensure that regular evacuation drills are carried out and the details recorded in a log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

There are clear, highly effective procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff are fully aware of their responsibilities as they have attended training to develop their knowledge so that children's welfare is a high priority. Comprehensive risk assessments ensure that all areas are kept safe for children to access. An additional daily check list is completed before children arrive and includes all areas for both in and outside of the provision, ensuring that safety is monitored, enhancing children's safety and welfare further. The emergency evacuation of the premises is occasionally practised with children. However, this is not undertaken on a regular basis to ensure that children have a regular reminder to develop their knowledge on keeping themselves safe.

There is a comprehensive range of policies and procedures in place to support the clear aims of the pre-school which are shared with parents. Through the notice board and regular weekly newsletters, parents are given information about the topics and activities planned within the pre-school to ensure they are kept fully informed about their child's early education. Parents' views are sought through annual questionnaires when deciding on any changes to practice, ensuring that they are fully involved and that their views acknowledged and valued. Parents are invited to help support the pre-school through joining the committee. The pre-school holds open days to ensure parents are able to view activities first hand and develop their knowledge regarding their child's learning and development. Staff ensure that they are available to discuss their child's records with parents at any time. Parents are encouraged to add regular comments on their child's learning and development at home, and to their home/school contact books. This shows their commitment and involvement with supporting their child's learning. There are excellent relationships between the primary school and other local early years settings children attend. They exchange information on children's learning and development so they are fully supported and for the continuity of their care. This helps children to develop relationships and familiarise themselves with their new surroundings. This ensures that they feel settled and are fully supported with transitions.

All staff are involved in the evaluation of their practice and planning of activities each week. Regular committee meetings and the annual questionnaires ensure that all staff and parents' views are sought, ensuring the improvements have a positive effect on children's learning and development. Staff are fully supported in their ongoing training and professional development by the committee. This helps to enhance their knowledge and experience to ensure outcomes for children's learning and development remain positive. This reflects a high commitment to ensuring continuous improvement is monitored and maintained. The pre-school has obtained funding to develop their outside play area further. This will help to develop children's knowledge of their environment and the natural world.

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

Children's health is promoted as they have a variety of foods at snack time that meets their individual dietary needs and promotes their health effectively. Staff sit with children at snack time making it a social occasion asking them questions which helps to promote their thinking skills. Children's independence and self-care skills are fully supported as they take turns to help to prepare the food for snack. They are encouraged to pour their own drinks and to clear away their cups and plates. Children have developed an excellent understanding of why they need to wash their hands before eating and after using the toilet. Children have regular access to the outside play area where they can access a wide range of additional equipment to promote their physical development effectively and to further extend their learning and development. All accidents and medication records are kept up-to-date and include parent's signatures to ensure they are kept fully informed on any concerns regarding their child's health. Children plant seeds and grow fruit and vegetables, which they pick, cook and eat. This is effective in helping develop a healthy lifestyle around what foods they need to eat promote their own health.

Children are provided with a wide range of resources and activities to fully promote their learning and development. Resources are set out in open, low-level shelves. This enables children to make choices and self select resources to meet their individual interests and learning needs. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. Children help at tidy up time; this encourages them to learn about being responsible and caring for resources and their environment. Children are learning to share and take turns with resources and activities. Children communicate well with each other and through effective questioning by staff they are developing their thinking skills. Children enjoy looking at books. They handle them carefully and know that words are meaningful and enjoy listening to stories staff read to them. At registration staff ask children about any news they may have to share; Children's understanding on those who are different to themselves is developed through adults who use sign language to express what the member of staff is saying. Children are learning and are able to sign some words. This reflects their ability to understand and communicate without using words to develop alternative methods of communicating with others. Children are provided with resources and displays that show positive images of the wider world. They participate in a range of different activities based on the beliefs of others through celebrating a range of different cultural festivals during the year.

All staff have a good knowledge of the Early Years Foundation Stage and work together to plan a range of activities around children's interests to support their good progress. They undertake regular observations on children to identify their interests and the next steps in their development, which are included in the weekly plans. The planning includes a mix of adult and child-initiated activities to promote and support children's individual interests and learning needs. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning and show how children are making good progress in their development. Staff regularly reviews children's records to ensure that the next steps in their

learning are identified.

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	1
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
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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	1
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