

Langton Matravers Pre School

Inspection report for early years provision

Unique reference number	153455
Inspection date	06/05/2011
Inspector	Fiona Robinson
Setting address	St Georges First School, High Street, Langton Matravers, SWANAGE, Dorset, BH19 3HB
Telephone number	07969 556451
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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

Langton Matravers Pre School was registered in 1980. It is situated within the grounds of St George's First School, Langton Matravers, near Swanage, in Dorset. There is ramped disability access to the building. Children have the use of a dedicated building with an outdoor play area and have the use of the school grounds, hall and playing field. The pre-school supports 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 and the voluntary and compulsory parts of the Childcare Register.

The pre-school is registered to care for a maximum of 20 children aged between two and under eight years at any one time. Currently there are 30 children on roll aged between two years and the end of the early years age range. Of these, 22 children receive funding.

The group is open on Mondays, Tuesdays, Wednesdays and Fridays, term time only from 8.45am to 3pm which includes a lunch club from 11.45am until 12.30pm. On Thursdays it is open from 8.45am to 11.45am. Children come from the village and surrounding areas and attend for a variety of the sessions on offer.

The pre-school is run by a parent committee. There are five members of staff who work with the children, of whom two hold a National Vocational Qualification (NVQ) at Level 3, and two hold an NVQ at Level 2. These two members of staff, together with a further member have almost completed Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children generally achieve well in an enjoyable, busy and secure environment. They are included equally in a wide range of activities and develop excellent relationships with one another. Partnerships with parents and carers, the host school and the community are outstanding and information is shared very effectively. The manager and staff clearly identify strengths and areas for improvement, such as increasing resources. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop children's mark making and early writing skills
- finalise the development and introduction of improved ways of recording the children's achievement and progress.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well, because staff have a good understanding of safeguarding and child protection issues. They regularly undertake risk assessments to minimise danger. Comprehensive policies and procedures are implemented to ensure children's safety. Staff are vigilant in supervising children in the indoor and outdoor environments. There are robust systems in place for staff recruitment and vetting. Fire evacuation procedures are practised regularly so that staff and children become familiar with the routine. Collection procedures are rigorous and followed carefully by staff and parents. Children have access to a good range of equipment that is safe and suitable for their age.

The pre-school is well led and managed. Good self-evaluation systems ensure that parents' and children's views are valued and taken into consideration when identifying priorities for improvement. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff have developed rigorous systems for monitoring and assessing children's progress. Staff meet regularly to discuss planning and assessment. They clearly identify what works well and outline areas for improvement, such as continuing to refine the systems for planning and recording the children's progress. They are starting to develop a new learning journey record for each child which has replaced the 'All About Me' record which they feel better meets the need for a clear overview of children's achievements. Assessment information indicates that children's mark making and writing skills are less developed than other communication, language and literacy skills. Staff regularly attend training opportunities to enhance their qualifications and experience. They make imaginative and effective use of a good range of resources to meet the needs of the children and use a local toy library to increase and vary their resources. Activities are regularly monitored and realistic targets are set for the children. Staff actively promote equality and diversity extremely well and work very hard to ensure children of all abilities and needs are fully integrated into activities, such as gardening in the outdoor area so that they achieve well.

Partnerships with parents and carers are outstanding. They receive comprehensive information through informal discussions, the parents' notice board and half-termly newsletters. Key staff keep parents well informed about their children's progress and fully involved in discussing their interests and needs so they are incorporated into planning. Parents say that staff are very approachable and caring and provide a safe and stimulating environment in which children can learn, develop and play. Parents are very supportive of fundraising activities such as the Easter Egg Hunt, the Village Fete and Sports Day. The partnership with the host school is excellent and information is shared very effectively. The children enjoy joining the reception class for a weekly storytelling session. Staff are very experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language but seek advice when necessary. There are outstanding links with outside agencies and the community and children are supported well in their learning. Children also visit the church once a month to listen to stories and take part in activities.

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

There is well-planned play and all children achieve well. Staff value the children's ideas and include these in their planning. Staff use assessment well to guide the next steps in learning and are in the process of refining ways of recording the children's achievement and progress in their learning journeys, to include photographs and evidence of the children's work to provide an improved overview of children's achievement. Themes such as, 'Homes around the World' and 'The Jungle' enrich their experiences.

Children behave very well and are thoughtful and considerate of one another. Staff are excellent role models and provide lots of encouragement and praise. Staff have made a 'helping hands and kind words' display which shows children's thoughts on positive things to say and do. Children share their resources sensibly and learn to take turns in activities. Staff actively promote the children's independence and encourage them to choose their own activities. Festivals such as Diwali, Christmas, Chinese New Year and Easter enrich the children's experiences. Children gain an outstanding appreciation of other lifestyles, customs, dress and food. Staff actively promote equality and diversity in activities and show great care and sensitivity to all children, including those who are new to pre-school.

Children have a good understanding of keeping themselves healthy and safe. They learn how to make healthy choices at snack time and help to prepare fruit salads and pizzas with healthy toppings. They use equipment safely as they prepare rice and vegetables for a meal. Children's physical development and fitness is promoted well in the school playground and hall. They have fun as they run, balance and ride their pedalled vehicles. They have a good understanding of road safety through using colour changing traffic lights in the playground and when crossing the road safely as they go for a walk in the village. They also benefit from talks on safety from the fire and police services.

Children are keen to participate in a wide range of interesting activities. Their creative skills are developed well as they print colourful patterns with their hands and make birds and snakes for role play in their jungle area. They listen attentively to stories such as 'Goldilocks and the Three Bears' and are keen to discuss the characters. Most can count up to fifteen and beyond and can recognise simple shapes in the indoor and outdoor environments. They enjoy practising their counting skills through singing songs such as 'Five Speckled Frogs'. They are keen to make caves for their dinosaurs to live in and mix cornflour, colouring and water to make 'pink' rain. Their communication, language and literacy skills are developed well through their work on sounds and letters.

Children enjoy role play in the post office and complete simple programs on the computer. Planning shows that opportunities for children to practise their mark making and writing skills are not fully developed in a range of activities. Children's investigative skills are developed well through problem solving activities. For example, they are keen to find out which objects sink or float in water and make a

model of a volcano and watch it erupt. They enjoy searching for mini beasts outdoors and build dens to play in. Children benefit from nature walks around the village and talks from parents and visitors, such as the woodwork workshop led by a parent. Overall, children are prepared 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?	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	1
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
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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	1
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