

Brington & Whilton Pre-School

Inspection report for early years provision

Unique reference number	219932
Inspection date	15/07/2009
Inspector	Tracey Marie Boland
Setting address	Whilton Village Hall, Whilton, Daventry, Northamptonshire, NN11 2QP
Telephone number	07762 631066
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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).

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.

Description of the setting

Brington and Whilton Pre-School opened in 1980. It operates from the village hall in the village of Whilton, Northamptonshire. The pre-school group serves the local area and has strong links with the school.

A maximum of 20 children may attend the setting at any one time. All children attending are within the Early Years Foundation Stage (EYFS). Of these, 12 children receive funding for early years provision. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the setting is via a short path which leads to a couple of low steps.

The group opens three mornings a week during school term times. Sessions are from 09.30 until 13.00 Monday and Wednesday and 09.30 until 12.00 on a Friday. Children are able to attend for a variety of sessions.

The setting employs four members of child care staff. Of these, three hold appropriate early years qualifications and one is currently undertaking training. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance (PLA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enter a welcoming and stimulating environment where activities encourage and extend their learning and development. Staff ensure all children are valued and treated equally, enjoying a good variety of age-appropriate play opportunities and experiences. Individual needs and requirements are known and respected and excellent relationships have been formed between staff, children and their peers. Parents understand the ethos of the setting through the well-written policies and procedures that are shared with them. Children's welfare is well protected as practitioners are fully aware of their role with regard to safeguarding children in their care. Safety has been addressed in most areas.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, especially with regard to the use of drawing pins.

The leadership and management of the early years provision

Practitioners have a good understanding of the EYFS and seek training to ensure their knowledge and skills are continually enhanced. They work extremely well-together and demonstrate a clear commitment to developing the service and providing children with a variety of interesting activities and play experiences.

Thorough vetting procedures are in place to ensure that children are cared for by suitable adults.

Children are cared for in the village hall, which has a variety of areas within it. Children move freely and confidently and although safety has been addressed on the whole, the use of drawing pins in the notice board compromises their safety. Resources, equipment and furniture are safe and suitable and security is good. Firm relationships have been formed with other professionals that support the inclusion of all children. Children learn about diversity and the wider world through resources, cultural celebrations and through the positive images that are displayed.

Documentation that is required for the safe and appropriate management of the provision is well-organised, reviewed regularly and stored appropriately to ensure confidentiality is maintained. All required information is obtained from parents to ensure care meets the individual needs of the children. Practitioners have a good understanding of their role with regard to protecting children from child abuse and neglect and clear procedures are in place. Clear risk assessments are in place and daily visual checks are made of all areas used by the children to ensure their safety is maintained.

Excellent levels of communication take place between parents and practitioners, which ensures their ever changing needs are effectively met. All required policies and procedures are in place and available to parents and a written complaints procedure ensures parents are well-informed of the procedure to follow should they have a concern. The setting has a positive attitude towards ongoing improvement of the service and receive very positive feedback from parents using the service through questionnaires, daily verbal discussion and the use of comment sheets in relation to their child's overall progress and development. This information then informs future development and practice within the setting and enables practitioners to look at targets for themselves and the service they provide.

The quality and standards of the early years provision

Children enjoy a wide variety of interesting, stimulating activities which encourage their natural curiosity. They are happy and relaxed and their social skills are good. Relationships with practitioners are very good and interaction is excellent.

Children's self-esteem is fostered as staff praise, encourage and support children in all aspects of their day, resulting in very good behaviour and a sense of pride in all they do. Practitioners are good role models and as a result children are kind, considerate and thoughtful towards each other. Children's personal, social and emotional development is continually developed through the activities and routines and children support and encourage each other. Children are encouraged to become independent in both their personal care and also at mealtimes, which are a happy social occasion with lots of chatter taking place. Children freely access the full variety of toys and resources, all of which are very well-maintained and clean.

Children thoroughly enjoy creative activities, such as, water and sand play, art and craft activities and their work is displayed. They use a variety of small tools and equipment, such as, rolling pins, scissors and cutters and talk excitedly about their family and home life whilst making cards for fathers day. Practitioners support and encourage children and extend their language and thought processes through their skilful questioning and use of conversation. Children's physical skills are encouraged through the use of climbing equipment, wheeled toys and equipment and music and movement. Although there is no outdoor play area at the setting, practitioners utilise the space well and children enjoy walking in the local area and access a large outdoor play area close by which is safe and secure. Children enjoy circle time, where they talk about the weather, the date and day and join in with favourite songs and action rhymes.

Detailed discussion takes place with parents about their child's development and the starting points in their learning. Practitioners use this information to inform future planning which is linked to the early learning goals. Activities provided, cover all areas of learning and staff undertake sensitive observations and assessments allowing them to clearly identify children's stage of learning and development. The activities are evaluated by practitioners to ensure their learning objectives have been met and children are gaining the most from the play experiences available to them. Practitioners create a safe environment for children who are learning how to keep themselves safe through their consistent reinforcement, guidance and reassurance.

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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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