

Ramsbury Pre-school

Inspection report for early years provision

Unique reference number 146036
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Inspector Tracy Bartholomew

Setting address Methodist Church Hall, Oxford Street, Ramsbury,
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Ramsbury Pre-School opened in 1979. It operates from Ramsbury Methodist Church Hall, in a rural village, near Marlborough. The setting is registered on the Early years register and a maximum of 24 children may attend the provision at any one time. The group opens five days a week during school term times. Sessions run from 09.00 until 14.45 on Monday and Thursday, 09.00 until 12.00 on Tuesday, Wednesday and Friday. All children share access to a secure, enclosed, outdoor play area.

There are currently 35 children aged from two to under five years on roll, of these 26 children receive funding for nursery education.

The setting employs four staff, all of whom, including the manager, hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children play happily in a caring environment; they clearly enjoy the activities offered by experienced staff at the pre-school which fully supports their learning and development. The staff demonstrate a sound understanding of child development. They fully engage with all children, through the use of the key person approach, this results in the staff knowing each child well and offering them learning and play opportunities which best meet children's needs. The pre-school is developing processes of reflection to improve outcomes for children through use of the self evaluation form.

What steps need to be taken to improve provision further?

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

- reassess the methods used for snack times to ensure that all children's individual care needs are met and supported
- analyse how observations and the use of outside environment is used to help plan children's next steps of learning and development

The leadership and management of the early years provision

The leadership and management team at the pre-school are developing good methods of self evaluation to reflect on their practice, they fully understand their areas of improvement and are working towards these to develop the aspects to further promote the outcomes for all children. The staff receive annual appraisals and time for reflection, to assess how they can improve themselves as practitioners. Their training and development is well supported by the committee, who are dedicated to providing the highly qualified staff. All mandatory records, policies and procedures are appropriate, clear, and regularly updated to ensure

that they work with current practice. Profiles and assessment are in place for the children and fully reflect what the children can do in practice however further consideration is required to assess how observations and the use of outside environment can be used to help plan children's next steps of learning and development.

To ensure children are safeguarded the pre-school has a robust recruitment process in place and clear procedures to ensure un-vetted adults are never left unsupervised with the children. They have a good understanding of the child protection procedure and conduct effective risk assessments to minimise hazards both on and off site to maintain the welfare of all children. In addition the manager and committee have implemented the recommendations from the last report successfully to make improvements for the care of the children. The partnership with parents and carers is strong and this helps the staff tailor care successfully to individual needs.

The quality and standards of the early years provision

Children are happy to come into the pre-school and clearly enjoy the activities on offer. The staff clearly have an in-depth knowledge of child development and make good use of their skills to provide worthwhile activities such as planting seeds and creating edible necklaces with the children. The key worker system works well to ensure that all the staff are aware of each child's level of attainment and future goals. The children take part in a broad range of activities which effectively cover all areas of their learning. Children enjoy group time activities where they love to listen to each others' news and show what they have brought in from home. Story time is a firm favourite as is singing time, this is due to the way the staff involve the children in discussing what will happen next in the story and ensuring all children have equal turns at being a current bun or the dog from farmers in his den.

Staff make sound use of the outside play area, the children enjoy driving on the cars, scooters and bike whilst engaging with the staff and each other whilst interpreting their own game of the 'dragon' seeking out their peers. In addition the children's gross motor skills are well developed as they climb on the tunnels and down the slide. Further opportunities are available to use the outside learning space, as the children become actively involved in planting and growing of flowers and vegetables. However this is not consistent, due to the setting awaiting further guidance on how they can promote the outside free flow of activities safely.

During the sessions children's independence skills are well met, as are their individual needs, however on the first day of the inspection the setting was piloting a free flow snack to develop the children's skills and freedom of choice. This resulted in a staff member sitting with these children when they required snack and as a result the children not at snack lacked some interaction. On the second day the setting demonstrated the way they previously did snack, which fully involved all the children, through use of conversation, excellent learning and development techniques which covered all area of learning. For example maths, they looked at the patterns and colours of the animals on the table cloth, how

many where there. Children's independence was well supported as the children obtained their plates and cups, poured their own drink and obtained the snack they required.

Children with an identified special need have their needs well met. The staff link effectively with other professionals such as speech therapists, the setting has a one to one support where needed which ensures that the children are fully integrated within the pre-school routines. Children's behaviour is generally good. Staff make good use of a variety of behaviour management techniques such as allowing the children who they know get distracted to move away from the group time and valuing and including those children whom get distressed if they are not picked for an action song. The staff act as positive role models and give the children clear reasons for the rules of the group such as if you run you might fall and hurt yourself. This gives children a clear understanding of the boundaries and reasons for these and they in turn can be heard repeating these messages to each other.

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?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.