

Crowmarsh Pre-School

Inspection report for early years provision

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Inspector Rachel Edwards

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

A voluntary committee of parents and carers runs Crowmarsh Pre-School. It is a well-established pre-school having run for over 30 years and it moved premises to Crowmarsh Gifford Church of England Primary School in 2008. The pre-school operates from a purpose built area within the school, with access to a large room, toilets and kitchen. Children also have access to a fully enclosed, outdoor play area.

The pre-school is registered on the Early Years Register to care for a maximum of 28 children, at any one time, from two years to the end of the early years age range. It provides funded early education for three- and four-year-olds. There are currently 27 children aged from two years to four years on roll. The intake of children is from the local rural communities. The pre-school supports a small number of children with special educational needs and/or disabilities. It also supports a number of children who are learning English as an additional language.

The pre-school is open each weekday during school term times from 8.45am for Early Start Club and from 9am for usual start time. It is open until 3pm on Monday, Tuesday and Wednesday and until 1pm on Thursday and Friday. Lunchtime is from 12 noon until 1pm. Children staying for lunch may bring in a packed lunch or have a pre-ordered hot school dinner.

The pre-school employs five members of staff who work directly with the children. The supervisor has Early Years Professional Status. Two other members of staff, including the deputy, hold relevant qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish at this pre-school because every child is treated as an individual. The management team and staff use records, policies and procedures highly effectively to promote children's health, safety and development. Skilled adults know the children well, plan for individuals and provide high quality teaching so all make very good or outstanding progress overall. Partnerships with parents and others involved with the children are exceptionally good. The supervisor is highly evaluative and encourages all to reflect on the quality of the provision. This supports the continual improvement in their effectiveness and the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing group times led by adults to ensure they are appropriate for all the children, particularly the younger ones
- enhancing children's understanding by illustrating signs with images as well as written words.

The effectiveness of leadership and management of the early years provision

The pre-school makes children's safety and well-being a priority. The chairperson has attended safer recruitment training, and rigorous recruitment and checking procedures ensure the suitability of staff. All staff attend child protection training, with the supervisor and deputy at an advanced level. A vigilant health and safety officer, comprehensive policies and the effective use of risk assessments further contribute to children's safety.

The supervisor and committee have high aspirations for the quality of their provision. They place strong emphasis on training and developing staff's knowledge. The supervisor has set an excellent example by gaining Early Years Professional Status. Staff make full use of new ideas, such as helping children decide their own rules or providing more writing materials outside. Staff are highly motivated. They meet each week to review what they have done and discuss any problems and the progress of individual children.

Staff make excellent use of resources to meet all children's needs. They monitor how children use the room and rearrange it accordingly. For example, they have made small cosy spaces as well as a large home corner, where several children can play together. As a result, every bit of space is used effectively. Children have free access to the excellent outdoor playground, which especially benefits those who learn better outside. The management involve everyone in evaluating the success of the pre-school. Parent's views are sought through questionnaires, daily discussions, committee meetings and a comments box. Their ideas bring about improvements for children, such as providing named coat pegs to aid children's independence.

Partnerships with parents and carers are extremely positive. Each child has a key member of staff, who builds trusting relationships with the child and their family, so that all feel welcome and no one is excluded. Staff take considerable care to provide the right support for each child. For example, they attend training in how to best support a child who does not speak English, before they start the group. Parents receive a wide range of useful information. They are involved at every level, from serving on the management committee to helping out at sessions. They are encouraged to share children's interests, achievements and events from home by posting notes in the 'chatterbox'. They are kept well informed of their children's progress, through daily discussions and more formal meetings.

Wider partnerships are excellent and a major factor in promoting the well-being

and learning of all the children, including those with special educational needs and/or disabilities. Advice from outside professionals, such as speech and language therapists, is built into children's individual learning plans to help all children achieve as well as they can. There are established and effective links with the host primary school so that children make a smooth transition into the reception class. Pre-school staff meet regularly with the school to ensure they teach children in a consistent way.

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

Children clearly relish their time at pre-school. They have excellent relationships with staff, so they feel safe and happy. This helps them make very good or even outstanding progress. The key person system is highly successful in helping staff know children exceptionally well. They have sustained conversations with children about things that interest them, so that language is well developed. After each session children come together to tell others what they have enjoyed. However, whole group activities are not always appropriate for all the children, when they have to sit for too long. Staff use children's interests to fire imaginations and extend learning. For example, an interest in pirates led to highly imaginative play and story-telling. The children used crates outside to make boats and even reluctant writers were keen to draw treasure maps.

Staff have an excellent understanding of the requirements of the Early Years Foundation Stage. They provide stimulating and welcoming environments, carefully planned so children can take charge of their own learning. Children are confident and capable. They think creatively and work co-operatively to solve their own problems, for example, using a variety of materials to build an obstacle course. They are persistent, curious and independent learners, such as when exploring how a video recorder works. They are acquiring the skills they need to make the most of their future learning.

Staff ask the children questions prompting them to think and describe what they are doing. Children have ample valuable one-to-one support, including those with special educational needs and/or learning difficulties. Children who are learning English make rapid progress. Children thoroughly enjoy group singing, accompanied by a member of staff on the guitar. They join in very enthusiastically and know many songs. They explore different sounds made by percussion instruments from around the world. They remember recent Diwali celebrations and dress up to dance to Indian music. They learn about their own and other cultures and value differences.

Children make many decisions. They decide when to have their snack and ably spread toast and pour drinks, whilst chatting to friends. Staff use the time well to reinforce learning, for example, by talking about the triangular pieces of toast and wondering what is inside an apple. Children manage their personal care with

increasing independence. They know to wash their hands before eating and that 'germs are invisible little things that give you infection'. They learn to care for the environment by growing flowers, fruit and vegetables, and caring for the pre-school snails. Staff use practical activities to capture children's interest and develop their mathematical understanding, for example, they measure and plot the growth of an amaryllis bulb. Behaviour is exemplary because staff treat children with respect; children participate in making rules and know what is expected of them. The written rules are displayed to remind children but these are not illustrated to help children understand.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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