

Acre End Pre-School Eynsham

Inspection report for early years provision

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Inspection date	12/11/2009
Inspector	Karen Louise Prager
Setting address	Eynsham Village Hall, Back Lane, Eynsham, Witney, Oxfordshire, OX29 4QW
Telephone number	01865 731147
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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

Acre End Pre-school was first registered in 1992 and moved to new premises in October 2001. A voluntary committee manages the pre-school, which is a registered charity. It operates from one large room in Eynsham village hall and serves families living in Eynsham and the surrounding area.

The pre-school is open term time only, Monday to Friday from 09.15 until 11.45 and offers a lunch session from 11.45 until 12.45. The pre-school is registered on the Early Years Register for a maximum of 20 children in the early years age range, at any one time. There are currently 22 children aged from two to under five years on roll. It is also registered on the Childcare Register, although no children on this register attend. The provision supports children with special educational needs and/or disabilities and those with English as an additional language.

There are four part time members of staff, three of whom have an early years qualification to level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning. Staff offer an inclusive setting meeting children's individual needs. Staff support children's welfare and learning with success, ensuring that they are kept safe though learning is not always purposeful or linked to children's interests. Children are settled in the setting and play well on their own and with their peers. The partnership with parents and carers is sound and staff build good links with other agencies involved with the children. The staff and committee show enthusiasm to improve practice, though systems to monitor and evaluate all aspects of daily practice and progress made are not yet fully developed.

What steps need to be taken to improve provision further?

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

- ensure documentation such as policies and procedures are up to date and available to parents and staff
- improve opportunities for parents and children to be involved in planning and reviewing children's learning
- link learning to make it relevant to children's interest and provide them with a clear reason for doing things.

The effectiveness of leadership and management of the early years provision

All staff have a good knowledge of the procedures to follow should they have a concern about a child and keeping children safe is a key priority. Effective procedures are in place to ensure those who are not cleared as being suitable to work with children are never left alone. There has been some improvement in the provision for children since the previous inspection, particularly with regard to maintaining risk assessments and developing the planning to show the aims of the activities and different levels of challenge to suit the children who attend. However, the group's published policies and procedures and other more general information about the pre-school are not always kept up-to-date to ensure inconsistencies are removed. The staff team periodically identify areas for improvement, in conjunction with the local advisory teacher, though progress is sometimes slow as no time frame is kept in mind when setting actions to be done. Some relevant planning of activities is in place, though the use of themes does not build on children's identified interests or always catch children's attention. Staff and volunteers are effectively deployed whilst in the setting and the staff work well together as a team. Children select from a range of appropriate equipment set out by staff and additional storage units make available further resources. Some children are seen to request specific toys from those stored out of reach, however, poor organisation of the storage area means that not all staff are aware of the resources available. The preschool develops good relationships with parents and staff make them feel welcome, valuing their comments and views. A complaints procedure is in place and a poster with contact details for Ofsted is displayed at the entrance should they wish to offer feedback. Partnerships with others involved in working with the children work well to help meet children's individual needs. Parents comment very positively on the friendly staff and the fact that their children enjoy attending the setting.

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

Children are cared for by a team of suitably qualified, caring and committed staff. The provision is of a sound quality and leads to children making suitable, and sometimes good progress in their learning and development. Staff have, or are gaining, a secure knowledge of the Early Years Foundation Stage and use their skill to support children. Most of the time children spend in the pre-school is spent in self-initiated activities, using resources set out by staff. Children make use of the outdoor play area each session and are able to choose whether to play outside or indoors. Children come to know that they need to put on their coat if it is cold, and to wear a sun hat if the weather is sunny. However, as children are not supplied with full waterproof clothing on wet days they get wet clothes. Staff use effective teaching methods, such as repetition and asking questions about their play. Key persons are assigned to each child and observations and assessments are built to show progress children are making. Staff are increasingly using their knowledge and the developing observation, assessment systems to plan and provide appropriate activities, though these do not always stem from the children's

interests. The current theme, selected by senior staff, of 'People Who Help Us' has included visitors to the setting that have engaged children. However, children's interest is not sustained either by themselves or through staff support.

Staff encourage parents to stay and settle their child in when they first start and a key person system is established. This leads to children becoming secure in the setting and they develop a sense of belonging. Most children know how to keep themselves safe and with support from staff they say how they are expected to behave when they are at pre-school. Older children begin to show an understanding of healthy life styles and enthusiastically wash their hands when they become dirty. All children sit together at snack time when they are offered low fat food such as fruit and vegetable pieces and bread sticks. Staff sit with those children who stay for lunch and regular discussion takes place about what foods are healthy. Children play well alongside each other and older children involve the younger children in their play. They show a sense of pride and achievement when they balance unaided on the climbing equipment or succeed in peddling a tricycle. Children freely access the easel where they explore the medium of paint and produce well considered paintings. Children also observe the rain dripping from the roof and use buckets to collect and transport the water. Children settle in a cosy corner to read to themselves from a small selection of books. Children are suitably prepared for their transition to school. They develop sound self-care skills in toileting, dressing and eating and show confidence when interacting with adults.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	2
The extent to which children develop skills for the future	3

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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