

Swavesey Pre-School

Inspection report for early years provision

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Inspector	Kelly Eyre
Setting address	Swavesey Primary School, Middle Watch, Swavesey, CAMBRIDGE, CB24 4RN
Telephone number	01954 230738
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Type of setting	Childcare - Non-Domestic

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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*.

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Description of the setting

Swavesey Pre-school was originally established in 1972 and was re-registered in 2011 when the management of the setting passed to a sub-committee of the governors of Swavesey Primary School. The setting operates from a mobile unit in the grounds of Swavesey Primary School, Swavesey, Cambridgeshire. It serves the local area and has strong links with the school, on which it is sited. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 12pm and from 12pm until 3pm, with the option of lunchtime sessions and full day attendance. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the setting at any one time. There are currently 70 children on roll who are within the Early Years Foundation Stage. The setting provides funded early education for two-, three- and four-year-olds. It supports a number of children with special educational needs and/or disabilities.

The setting employs five members of child care staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Key strengths of the setting are their excellent partnerships with parents and carers, their high prioritisation of children's safety and the thoughtfully planned opportunities to promote children's understanding of healthy practices. These strengths mean that children are offered consistent care in a safe environment, where their welfare is exceptionally well promoted and staff are aware of their needs. They can therefore ensure that these are consistently met and children are offered support so that they are meaningfully included. Appropriate daily practice and activities mean that children are offered effective opportunities to develop their awareness of diversity. Staff are developing effective procedures to support the ongoing evaluation of their work, enabling them to identify and implement improvements and thus offer a service which is responsive to children's needs.

What steps need to be taken to improve provision further?

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

- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- provide further opportunities for children to increase their awareness of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children's welfare is prioritised and consistently promoted because staff have an excellent understanding of their responsibilities relating to safeguarding children. They regularly update their training to ensure that their knowledge is current. This area is further supported by clear written procedures, enabling staff to identify any children at risk and take appropriate action. Stringent checks are carried out to ensure that all staff are suitable to work with children. Comprehensive risk assessments and daily safety checks mean that children's safety is carefully considered in all areas. Excellent daily practice and ongoing explanations enable children to build a thorough understanding of safety issues. For example, they work with staff to carry out risk assessments, identifying possible risks and developing solutions to address these.

Staff continuously review their work, enabling them to build a clear picture of the setting and to implement changes that improve the outcomes for children. For example, a recent change to the daily routine means that children's needs are consistently met and their time at the setting is more enjoyable. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Space and resources are used well to promote children's learning and development. For example, the main room is well organised, with accessible resources, enabling children to make independent choices about their play.

Staff work sensitively with children and are committed to ensuring that all children are included. This is supported by the regular review of the setting's policies and procedures to ensure that these reflect the current needs of children and their families. Staff pay meticulous attention to building and sustaining meaningful partnerships with parents and carers. They make excellent use of a variety of communication methods to ensure that parents are fully aware of current activities and their child's development. For example, there is practical information about extending children's learning at home and ongoing opportunities for parents to contribute to their child's assessment records. The setting also works well with other professionals. For example, they have procedures in place to exchange information with childminders, thereby ensuring that children's care is consistent and their learning and development are promoted.

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

Children make good progress because staff have a thorough understanding of the Early Years Foundation Stage. They observe children as they play, assessing this information and actively using it to inform activity planning. Staff aim to keep the planning as flexible as possible in order to ensure that children are offered activities and resources that reflect their interests and promote their development. Children's safety is given a high priority and their behaviour demonstrates that

they feel safe. For example, they move confidently between the indoor and outdoor areas, making independent choices about their activities and resources. They therefore take an active role in their learning and are developing positive attitudes to this.

Accessible resources support children in making independent choices and in exploring further. For example, children playing an imaginary game in the play house fetch torches and a telescope to help them 'hunt for frogs' and explore further. Children are encouraged to adapt the resources, thus extending their play and learning. For example, children playing with water, fill containers and use these as they pretend to put petrol in the ride-in cars. The good forward-planning means that children have opportunities to learn about living things. For example, they grow flowers and vegetables and visit a nearby farm to see the newly-born lambs, later watching these in the field adjacent to the setting's garden.

Children gain a thorough understanding of appropriate behaviour as staff discuss with them the implications of their behaviour and encourage them to share and work together. Children's understanding of this area is further reinforced as they work with staff to develop and review the setting's rules. The excellent procedures for working with parents and carers mean that children who have special educational needs and/or disabilities and those who use English as an additional language are consistently offered appropriate support to enable them to participate meaningfully.

Children's awareness of diversity is developing as they access relevant resources and participate in discussions and activities. For example, they celebrate a range of festivals, sharing traditional dishes, discussing customs and making decorations. However, their wider awareness of their own cultures and beliefs and those of other people is not extended and fully promoted, thus limiting their knowledge of this area. Children are offered numerous opportunities that enable them to gain an excellent understanding of the relevance of healthy lifestyles. For example, they participate in physical activities, such as using cargo nets and supervised tree climbing, discussing the effects this has on their bodies, including changes in heart rates and feeling warmer.

Good staff interaction and the thoughtful use of learning opportunities mean that children are encouraged to solve simple problems and begin to think critically, thus developing skills for use in future life. For example, at snack time children help to prepare the snacks, carefully working out how much they need according to the number of children present. They pour their own drinks, thoroughly enjoy the social occasion as they talk to staff and their friends, then tidy away after themselves. Staff are attentive and offer support when appropriate, helping children to feel welcome and extending their enjoyment. For example, children reading a reference book are joined by a staff member and become totally engrossed as they read about and name the different dinosaurs, discussing their characteristics and habitats.

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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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