

Owl Babies Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Owl Babies Pre-school opened at its new premises in 2003. It operates from a purpose built building within the grounds of Leigh on Mendip primary school in Somerset. There are good links with the primary school. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 until 12.00 with an optional lunch time session which runs from 12.00 until 13:00 during term time. Once a week the lunch time session takes place in the school. All children share access to a secure enclosed outdoor play area. The pre-school uses the school playground each day for physical activity. There are currently 16 children aged from two to under five years on roll. Of these 11 receive funding for nursery education. Children come from the local area and surrounding villages. The pre-school is run by a committee, who employ four members of staff, one of whom works full-time and is qualified to level 3 and three works part-time. Two of the part time staff have a Level 3 early years qualification and one has a level 2. The preschool has disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Owl Babies Preschool is an outstanding provider. The children are very safe, healthy, enjoy the activities and are well prepared for their future move to school. The staff continually evaluate practice and provision and make relevant improvements. Routines are very well organised to provide structure to the learning in each session. Activities are well planned so that children enjoy them and make good progress in all areas of their learning and development. Relationships are very good and an inclusive approach contributes well to the happy atmosphere.

What steps need to be taken to improve provision further?

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

- adjust daily routines so that there is a greater proportion of time for children to pursue independent learning through self chosen activities or work in a small group with an adult.

The effectiveness of leadership and management of the early years provision

The manager is enthusiastic and well organised. The manager and one other member of staff have had high quality safeguarding training and this is also booked for the other staff. The site is secure, entry and exit procedures and child handover are very good. Children all arrive at the start time and are registered together by the manager. Risk assessments are in place both within the areas and

for walks to village, which take place frequently.

The adult to child ratio is very good and always complies with statutory requirements. The pre-school has a policy to keep two places available for a foster carer who lives in village and any traveller, disabled or new arrivals to the community. This enables good equality of access. Adults are well trained and there is an effective appraisal process.

The theme of each term is planned to give a structure and ensure coverage of the areas of learning and development. The topics are coordinated with the school to prevent repetition. There is very good evaluation of provision on a weekly and half termly topic basis. The local authority advisors for early years are well used and their advice used, for example, the manager has sought and received advice and acted upon it to improve long, medium and short term planning and these are now very good. The Health Visitor has also been invited and talked to children and parents.

There is a very good partnership with the school. Children from preschool go to the school for their lunch once a week. This ensures that transition is very smooth and there is good communication with the reception class teacher particularly to ensure continuity of planning and assessment. There is a very good partnership with school governing body and playgroup committee to do health and safety checks off the environment.

Parents said that their children were really happy here and didn't want to leave at lunch time. Parents who had been involved over a period of time said it was much better organised now and parents are much better informed about what was happening. Each term a summary of development in each of the six areas of learning is sent to parents. A parent questionnaire is used twice a year, some parents have requested longer provision and the committee are working towards this. There is an excellent and clear prospectus giving all necessary information including sickness policy and procedures. Parents are well informed about hot weather and extreme weather. The pre-school manager attends all preschool committee meetings and this provides good communication and feedback. Communication books are used for all children and are particularly effective for working parents. Children's achievements and rewards are communicated in these. Conversations at drop off and pick up time provide a constant channel of informal communication.

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

Adults are well qualified and deployed. They use their good knowledge of Early Years Foundation Stage to provide a range of activities covering all areas of learning and development. Adults work well with the children to help them develop ideas in their play. There are very good relationships between adults and children. The bright welcoming room is well resourced to cover all areas of learning and development. It is well organised providing access for the children to all the resources. Children use the quiet area for looking at books and the tables for

painting, making requests for materials they need. There is a secure outdoor grassed area with a slide, water and sand trays, raised beds where vegetables are growing and a child sized cement mixer which was being well used for creative play. Children use the school playground each day for energetic physical play and singing games.

The planning provides very good scaffolding for the children's interests and activities to explore the chosen theme. Activities planned for the following week develop according to the children's interests, ideas and their next steps in learning. For example, children were using large cardboard boxes to go on an imaginary journey that had developed from the traditional tale theme. The children show good language development, imaginative play and good adult interaction helps children to develop this.

Targeted observations are carried out by key workers for the children and recorded in the development matters personal pathway. Initial assessments take place in the first six weeks and enable the key worker to identify the child's learning and development.

Children and an adult played very well with the puppet theatre. A story of a prince and princess was acted out with puppets and there were very good interactions through this medium which discussed feelings. The children acting as the audience were very involved in the activity, making suggestions to develop the story and showing good responses. Children enjoyed painting the clay models they had made the previous week. A child could tell the inspector it was a troll and it lived under the bridge in the story of 'The Three Billy Goats Gruff.' They could discuss the colours they were using and handled the paint and brushes skilfully.

Children are safe, know how to use the toilet and wash their hands independently. They make decisions to use equipment safely, for example, climbing into large cardboard box. Healthy snacks are provided every day. There is a traffic light display to show the best order to eat lunch. Children and adults sit together at tables for snack and lunch, promoting good discussion about the food and activities, the children are articulate and responsive.

Children contribute to the setting's routines. There is a 'special person' each day whose has responsibilities for counting children and assisting with snack. The routines are clear and there are whole group activities include registration and opportunity used for counting, explanation of activities, show and tell, circle time. Children develop confidence in the group by show and tell and special person activities. Although children play well independently, a greater proportion of time for children to use self chosen activities and develop play for a more sustained period would extend their learning further.

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

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|--|---|
| 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

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 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

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| 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 | 1 |
| The extent to which children develop skills for the future | 2 |

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