

Ormesby Village Pre-School

Inspection report for early years provision

Unique reference number	EY244425
Inspection date	25/02/2009
Inspector	John Francis

Setting address	Ormesby Village Infant School, Spruce Avenue, Ormesby, Great Yarmouth, Norfolk, NR29 3RY
Telephone number	01493 731274
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Ormesby Village Pre-school, situated close to Great Yarmouth, is a well-established group that has been registered within the grounds of Ormesby Village Infant School since 2002. The group uses three rooms in Ormesby Infant School, a mobile classroom and outdoor areas on the site. The school is a partner in the Norfolk Early Years support network and has good links with other local providers. The pre-school supports children with learning difficulties and/or disabilities and those with English as an additional language. All classrooms are easily accessible by those with disabilities.

The pre-school is open all year round except for the Christmas holiday, statutory bank holidays and staff training days. The morning session runs from 09.00 to 11.30, and the afternoon session from 12.30 to 15.00. The school is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Out of school care is available from 8:00 to 9.00 and 15.00 to 18.00. In addition children at the pre-school may stay for lunch between the morning and the afternoon sessions (11.30 to 12.30). Children attend for a variety of sessions. The setting is registered for 85 children and there are currently 65 children aged two to five years on roll. Of these 35 receive funding for nursery education. The pre-school employs 12 staff, of which 10 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Provision is outstanding in this extremely popular and exceptionally well run pre-school setting that continues to improve and develop. Children's safety, welfare and learning development have a high priority in all of the school's work. The needs of early years children are met particularly effectively and they are all included exceptionally well in all aspects of provision. Adults are well qualified, plan a wide range of stimulating activities and assess children's individual needs extremely successfully. Parents feel very well informed and fully involved in their children's learning.

What steps need to be taken to improve provision further?

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

- modify the record keeping system so that it more closely aligns with the format of the Early Years Foundation Stage Profile and provides additional assessment information for the infant school
- encourage children to tell each other what they have found out to enable them to rehearse and reflect upon their knowledge and to practise vocabulary.

The leadership and management of the early years provision

Excellent leadership by a well-established and knowledgeable manager involves all staff very well in an accurate self-evaluation of the work of the setting and the care, development and learning of the children. The pre-school has made good improvement since the last inspection and has a good capacity to maintain this. All adults and practitioners involved in the pre-school have high aspirations and a constant desire for improvement. The move into new accommodation has been very well managed and excellent use is made of the space and facilities available. Management systems are extremely rigorous and all staff are secure in understanding their roles and responsibilities for ensuring safe practices and effective child protection procedures. The excellent systems in place are applied rigorously to protect children from harm and daily and weekly checks on premises and equipment ensure children learn in a safe environment.

Detailed records of children's progress are kept in the form of 'scrap books' and readily shared with parents. These provide a detailed record of children's development over time including daily notes, examples of work and photographs of important points in the child's development. In addition, staff write up detailed summaries of the activities and outcomes at the end of each session. In partnership with the infant school, the pre-school is creating a system based on the Early Years Foundation Stage Profile but this is not yet in place and limits the value of some of the information available on transfer to Reception.

Staff work well with other support agencies to ensure those who have specific learning difficulties and/or disabilities are well catered for. The special needs coordinator is very effective in developing these links and ensuring those children who need additional help, and their parents, are well supported. Parents are extremely positive about the pre-school and welcome the wide ranging opportunities for involving themselves in the work of the school and their child's learning. The systems for exchanging information are very well thought out and effective. There is an excellent two-way process enabling staff and parents to be well informed about children's progress or any potential developmental issues.

The key person system is well established and children and parents know who their first point of contact is. Children have a strong bond with the adults who care for them, and have an excellent sense of well being. The effectiveness of this was seen during a fire drill, where the children remained calm, knew who to go to and were managed very well throughout the whole process.

The quality and standards of the early years provision

Children come into the pre-school full of enthusiasm and readily part from their parents and carers. Relationships throughout the setting are excellent as seen in the outstanding behaviour of the children at all times of the day. Children are confident and have an excellent understanding of the daily routines, for example, snack and lunch time. These are well managed social occasions and demonstrate the schools very positive response to the recommendations of the last inspection.

The breakfast club and after school club support the day-to-day work of the pre-school and for those children involved, provide a calm start to their day or an opportunity to relax after school through a wide range of well-planned activities. Children of all ages relate extremely well to each other with older children supporting the younger ones.

Children in the pre-school settle quickly to the activities set out. Most of these are the result of the active involvement of the children during the week in planning activities that interest them. Regular, on-going observations are meticulously recorded to give staff a detailed picture of children's progress. Planning from this is then very well matched to children's individual needs. Through this, children make significant gains in their learning and achievement. In addition, staff are extremely good at picking up on children's interests and comments and adapting activities to follow these. The classroom shop is a good example of this, stemming from the children's desires to count and use money. This activity enables all children, regardless of their age or ability to play an active role, either as a shopper or on the check-out. Imaginative use of materials enabled the staff to create a simple conveyor belt to add further realism to the activity. Additional activities, such as yoga for the older children bring in a wide range of physical skills and enhance children's listening skills. Through practice, they are able to follow a series of instructions very well and create a simple sequence of controlled moves. Good links with the infant school enable the use of facilities such as the school hall for movement and the computer suite for developing information and technology skills. Children also participate in celebration assemblies with the infant school.

The outdoors is extremely well used and the large canopy means that it is available virtually all the time. There is a well managed free-flow between the indoor and outdoor classrooms and many opportunities for children to develop their physical and social skills. There are many examples of children working cooperatively, supported by the adults who carefully listen and guide without dominating the proceedings. Staff are very perceptive to children's interests and through skilful questioning and careful listening are able to challenge and encourage good use of language. There are times when children can talk about their work during the day but this is not done consistently and misses an opportunity to further develop children's speaking and listening skills and provide an additional opportunity for assessment.

With the excellent systems in place, children learn to keep safe, be healthy and understand healthy food choices. Snack time provides a good balance of fresh fruit and other healthy options, as do the hot lunches. Lunchtime provides a delightful family atmosphere. All children sit at tables, practice good manners and enjoy appropriate chat involving the staff. Those having a school lunch serve themselves from the hot lunch choice. At all times, children are mindful about personal hygiene and develop an excellent understanding of the need to wash hands before snack time, when preparing food, for example, their baking activity and after using the toilet.

The combination of social skill development, very positive attitudes to learning, strong links with the infant school and excellent progress in a wide range of skills ensures children are exceptionally well prepared for the future.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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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