

West End Pre-School

Inspection report for early years provision

Unique Reference Number	507860
Inspection date	13 July 2007
Inspector	Susan Mann
Setting Address	Hilldene Centre Annexe, High Street, West End Soton, Southampton, Hampshire, SO30 3DU
Telephone number	023 80466764
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Registered person	West End Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

West End Pre-school has been registered since 1979. It is a committee run group and provides sessional day care. The Pre-school operates from its own premises in West End and serves the local community. It has sole use of the building at all times.

The group is registered to provide 24 places for children aged between two and under five years. There are currently 63 children on roll. This includes 46 who receive nursery education funding. Children attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities and is able to support children who have English as an additional language. Of the 10 staff who work with the children, eight hold a relevant early years qualification.

The Pre-school opens each weekday during school term times. Sessions are from 09:15 - 11:45 and 12:30 - 15:00 Monday - Friday. The setting receives support from the local education and childcare partnership and is accredited with the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children flourish because their health is promoted exceptionally well through highly effective routines and practices. They actively contribute to their own well-being through developing extensive knowledge of how to keep themselves healthy. Children learn about the importance of washing their hands and having good hygiene procedures when preparing food and eating snack. They enjoy a highly sociable snack time where they have a range of healthy foods and drinks as they talk to one another and enjoy each other's company.

Children's learning about the benefit of eating healthy foods is significantly enhanced through planned activities that are very enjoyable and informative. For example, children make their own wrap sandwich with a wide variety of nutritious fillings. They explore the taste of mayonnaise, and examine the interiors of green and red peppers. Children with individual dietary requirements are given exceptional support to ensure they are fully included. Snack and cooking activities are meticulously planned to ensure that ingredients are suitable and safe.

Children benefit greatly from enjoying frequent opportunities to play in the fresh air. They run around in the two outdoor areas of the pre-school, playing with the very wide range of equipment which helps them develop their co-ordination skills, as well as improve their general level of physical fitness. For example, a child skilfully balances as she walks across the beam in the garden, and then swings from her arms on the railing. In the other outdoor area, children demonstrate extremely good control as they ride around on bikes, manoeuvring around obstacles and parking them in numbered spaces.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe because staff are wholly dedicated to their well-being. All staff are extremely vigilant to ensure children are secure when playing indoors and outdoors. Each day, the premises and equipment are scrupulously checked to ensure that hazards are quickly identified and thoroughly dealt with. In the garden, there is a safety surface to allow children to be adventurous when playing on the climbing equipment, yet still be protected should they fall. Resources are plentiful to provide the children with a great deal of choice. Toys and equipment are clean and in a good state of repair.

Children practise evacuation of the building on a regular basis to ensure they are familiar with the process. This means that they would be able to leave the building quickly in the event of a real emergency. Smoke alarms are in place and are regularly checked to make sure they are in working order.

Children are protected from harm and neglect because the pre-school has highly efficient procedures in place to recognise possible symptoms of abuse. Staff are fully trained to use the correct recording and reporting procedures to ensure children's well-being is properly safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are eager to come into the pre-school and play with the superb activities offered to them. They demonstrate exceptional confidence as they participate in the session. They are highly independent, putting on their own aprons and washing their hands before and after painting. Children are very familiar with the flexible routine of the session and are very self assured in helping with routine tasks, such as tidying up and self registering for snack time.

Children benefit greatly from the expert practice of all of the staff. Children and adults enjoy one another's company and show very strong relationships with one another. For example, a group of children are comfortable as they cuddle into a member of staff as she reads them a story in the book corner. They are totally enthralled by the story and give it their full attention. In another part of the room, some children are having great fun at the role play grocer's shop. A member of staff 'telephones' through her order, and the children count out the pieces of fruit and vegetables required and 'delivers' the order to her. They all laugh and giggle as they talk about how many oranges they need, and how much these might cost. Children enjoy excellent support in their play because the staff are dynamic and are extremely well deployed.

Nursery education

The quality of teaching and learning is outstanding. Children are making exceptional progress towards the early learning goals. All staff demonstrate a comprehensive knowledge of the Foundation Stage curriculum which enables them to present learning opportunities that are highly appropriate to the children's interest and needs. Children learn through a vibrant play based curriculum. Staff are highly skilled at differentiating activities so that they present children with appropriate challenge to help them grapple with new ideas successfully. The excellent learning environment is organised very well to enable children to choose from an exceptional range of planned and spontaneous opportunities. Staff monitor the success and popularity of focussed activities as the session progresses. They are highly skilled at knowing when to change something that is not of interest to the children on that day.

Children are completely absorbed as they play with one another. Their learning is frequently observed and their progress is monitored through a highly effective system of assessment. This ensures that keyworkers have a precise knowledge of children's stage of development and of their individual next steps of learning. This information is then used to help plan the future curriculum which ensures it is relevant and effective in helping children to progress.

Before a child starts at the pre-school, children and parents are invited to open afternoons to talk to keyworkers and senior staff about the child's needs and requirements. At these events, children play with a range of pre-school activities. Children benefit greatly from these introductory visits because they provide parents and keyworkers with the opportunity to fully explore their individual needs and stage of development. This allows staff to provide highly effective support when each child starts at pre-school so that they settle successfully and make rapid progress.

Children's learning is significantly enhanced through meeting the many visitors who come to talk to them at the pre-school. Many of these have strong links to the pre-school, or are members of the local community. For example, children learn about road safety from the local school crossing patrol lady who visits in her uniform and talks to them about how to cross the

road. They learn about the performing arts through visits from a musician who plays them a wide range of instruments, and a ballerina who dances for them.

Children are making exceptional progress in all areas of learning. They are confident speakers who communicate with each other very well. Many demonstrate a high level of interest in making marks and writing letters. For example, in the garden children enjoy 'painting' the wall with water using brushes and rollers. Two children find that if they drag the roller behind them as they ride a bike, they leave a trail. They then have great fun doing this, observing how their trail twists and turns across the playground. Children are eager to listen to stories and pay attention to information that staff give them about activities. They are extremely attentive and demonstrate a high level of understanding. Children are knowledgeable about mathematical concepts. For example, children place written numbers in the correct sequence of one to 10. They accurately count out numbers of items when playing in the role play shop, and they are accomplished in their calculating skills.

Children are eager to explore and investigate. They are exceptionally enthusiastic and focussed in their play. This is because the activities and staff support is wholly appropriate to their level of development and interest. Many children use the computer to play a range of appropriate games. They use the mouse to operate the game and demonstrate an excellent ability to complete tasks and change over the games. Children relish the wide variety of opportunities to develop their creativity. They enjoy a wide range of innovative art and craft activities. For example, children explore texture and notice colour mixing as they roll golf balls around in paint. They investigate the smell of different foods and vegetables when making their sandwich wraps. Children relish playing imaginatively in the role play area. They have great fun developing their own scenarios. They play co-operatively with one another as they extend their roles and ideas. Children move between activities as they wish, and are wholly engaged in what they are doing.

Helping children make a positive contribution

The provision is outstanding.

Children show a superb sense of belonging to the pre-school. They are extremely considerate and helpful to one another. They share resources very well and are wholly accommodating to one another in taking turns on equipment such as the balancing beam and the slide. Staff provide exemplary role models for the children to follow because they are extremely kind and patient, and demonstrate a very high level of respect for each child and family. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from excellent opportunities to learn about our diverse society because families within the pre-school share their cultures with the children on a regular basis. Parents regularly visit the pre-school to talk about their lifestyle with the children and to do related activities. For example, children learn about foods from India and France through cooking regional dishes with parents. They also learn about traditional dress and they enjoy dancing and music of different countries. These learning opportunities are particularly successful because they have high relevance to children's own experiences.

Children manage their own behaviour extremely well. They are highly motivated and interested in their play and surroundings. Staff give the utmost priority to ensuring that the session and learning opportunities are wholly suitable for each child, and this enables children to be fully engaged in the session. Staff manage children's behaviour through highly effective strategies

that focus on the needs of the individual child. They liaise closely with parents to ensure that children benefit from an informed and consistent approach between home and pre-school.

Children with learning difficulties and/or disabilities receive a superb level of support to enable them to progress. The setting's special education needs co-ordinator (senco) is supported in her role by a deputy senco. Staff and parents work very closely together to provide a coherent approach to meeting each child's needs. The pre-school is experienced in dealing with a range of additional needs, and staff liaise thoroughly with a number of external agencies to ensure children's care and learning is fully supported.

Children flourish because of the strong relationship that exists between the pre-school and their parents. This enables consistency and a frequent exchange of information which enhances each child's well-being. Parents receive a wealth of useful and reassuring information when their child starts at the group and they are given regular updates through newsletters and notices.

Partnership with parents is outstanding. Children benefit extensively because their parents are actively involved in their learning. Parents are invited to help with sessions on a regular basis. They can share particular skills or assist with specific tasks such as the maintenance of equipment. By involving parents in the process, they have opportunities to see how children learn and develop at pre-school.

Parents are given excellent information about their child's learning and curriculum. Children's observation and assessment files are exceptional in the detail and information they provide. They clearly show the child's progression through the stepping stones and what the child needs to learn next. They also contain a thorough explanation of the curriculum and of how children develop their knowledge and skills. Parents are able to see these files at any time, and keyworkers are readily available to talk to parents about their child's progress or well-being. Furthermore, parents and keyworkers have regular meetings which provide the opportunity for detailed and private discussion to help keep parents informed and involved.

Organisation

The organisation is outstanding.

Children thrive at this provision because all routines and procedures are highly effective and are continually evaluated to ensure they are suitable. All documentation is accurate and regularly reviewed so that it is up to date. The provision is underpinned by a comprehensive range of policies and procedures that are in line with current requirements and legislation. The pre-school is managed extremely effectively by a committee of parents that adopts a highly professional approach. Children benefit greatly because the involvement of parents in the management of the pre-school means that the provision reflects and meets the ethos and requirements of the families who use it.

The committee has excellent procedures in place to ensure that staff are supported thoroughly through good recruitment procedures, regular appraisals and frequent access to training and development. The chair of committee meets with the supervisors and manager to produce a completely coherent approach to the running of the pre-school and to the planning of future developments.

Leadership and management are outstanding. The senior management team of the pre-school are wholly committed to the happiness and well-being of the children and the inclusion of the

families who attend. The two supervisors jointly oversee the provision of nursery education to ensure that it is fully effective to help all children make excellent progress. They lead an exemplary staff team who are dedicated to their roles and extremely knowledgeable about the Foundation Stage and about how young children learn and develop. The management team are exceedingly forward thinking in their approach. They consider and plan future developments of the sessional provision and the organisation of premises to ensure that the children's experience is always being evaluated and improved. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the pre-school was asked to address several issues surrounding the provision of care and education. In the provision of care, procedures have been amended to ensure that all records of any accidents or incidents are shared with parents in a manner that maintains confidentiality. In addition, the organisation of space in the rooms has been reviewed so that children always have plenty of floor space available to them. This means that they are able to spread out their floor activities such as train sets and construction. With regard to the provision of education, children now enjoy frequent opportunities throughout each session to select resources and equipment for themselves. This enables them to develop their level of independence and to become more self assured. Furthermore, all activities have been reviewed and revised to ensure that children are provided with multiple challenges in all areas of learning. This is supported and monitored by thorough observation and assessment of their learning and progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk