

Oliver's Battery Pre-School

Inspection report for early years provision

Unique Reference Number	110494
Inspection date	06 December 2007
Inspector	Helen Mary Ball
Setting Address	Oliver's Battery Primary School, Austen Avenue, Winchester, Hampshire, SO22 4HP
Telephone number	07941796958
E-mail	
Registered person	The Trustees of Oliver's Battery Pre-School Playgroup
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?

Olivers Battery Pre-school opened in 1999 and operates from a log cabin in the grounds of Olivers Battery Primary School, Winchester. A maximum of 18 children may attend the setting at any one time. The setting is open from 09:00 to 11:45 Monday to Thursday, and from 09:00 to 12:45 on Fridays when children attend the lunch club. As numbers increase, the setting is also open from 12:50 to 15:20 on some afternoons. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from two to under five years on roll. Of these, 19 children receive funding for early education. Children primarily come from the local area. The setting is able to support children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs five members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and welfare are very efficiently promoted. Children are effectively protected from the spread of infection because they understand why they must wash their hands and because toys and equipment are kept in immaculate condition. Their health is successfully supported by the meticulous maintenance of all required documentation such as medication, accident and emergency consent forms. The setting's comprehensive policies and procedures underpin the highly effective systems to support young children's health.

Children have ample opportunities to improve their fitness through daily access to an all-weather play area. They use a wide range of equipment to develop their large muscle skills. For example, they ride bikes and trikes with increasing control, confidently climb the frame and crawl through the tunnel. The setting benefits from use of the school hall where children change for P.E. and enjoy carefully planned activities to promote their health.

Children are well nourished because they are offered a range of healthy foods at snack time and they have free access to drinking water throughout each session. They greatly enjoy cooking activities. Staff ensure children's safety because they provide parents with ingredient lists in advance so that they can check for any allergies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The pre-school is set in a log cabin in the grounds of the primary school. The learning environment is attractive, vibrant and very effectively organised so that all resources are accessible to children and labelled so that they can access toys independently. This means that children arrive at the pre-school enthusiastic and animated; they are ready to play and the highly effective organisation of the pre-school means that opportunities for children to learn are maximised. Staff are exceptionally calm and friendly; as a result the ambience is harmonious and children are extremely settled and relaxed. Children's work is attractively displayed and this raises children's self esteem and enables them to develop a sense of belonging. Children have access to an extensive range of toys and equipment which are immaculate and accessible to children. This encourages children's independence.

Children are extremely safe and secure at this setting because comprehensive risk assessments are completed daily. Children's safety is of paramount importance and staff are highly skilled at supervising children; they are vigilant in assuring children's safety but ensure that children's sense of independence is not compromised.

Children are effectively safeguarded because the setting has robust systems to ensure that only authorised adults collect children. Their practice is underpinned by the comprehensive child protection policy, and staff have received training in child protection. This means they are fully aware of the procedures to follow in the event of concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish at this setting; they have great fun, are well cared for and they achieve very well because staff have a thorough understanding of how children learn. Staff have excellent relationships with children and build supportive relationships which enable children to feel very secure. Staff show a clear love of working with children and children respond to them with an abundance of love and affection.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Children greatly benefit from exceptionally well planned, purposeful play which is well presented and related to their individual stages of development. They play a dynamic part in the setting as staff encourage children to set their own targets which are linked to their assessment records. Children are confident, self-assured and play effectively. They show high levels of self-worth and they join in with all activities with great enthusiasm. Staff ensure that activities are differentiated to take account of children's individual stages of development and this means that all children achieve exceptionally well.

Children show high levels of self-esteem and confidence as they perform their Nativity play to their families in the school hall. They enter the hall to the sound of Christmas carols and proudly parade to the front where they sit, and remain seated throughout the performance. Staff have clear expectations of children's behaviour and children rise to the challenge with pride. Children join in the songs and carols with enthusiasm and clearly show their favourite songs by the volume of their singing. For example, children clearly enjoy "When Santa got stuck up the chimney" and sing with gusto. Staff have skilfully woven several areas of learning into the performance and children demonstrate their counting skills as they sing "Five mince pies in a bakers shop", and join in short rhymes with enthusiasm as they follow the rhythm of the words. Staff know children well and are skilled in recognising which children are confident and which children need encouragement. They offer sensitive support to less confident children and this enables all to participate in the show at their own level. For example, more confident children have solo lines and the more reticent children take part in small group scenes.

Children learn letter sounds through their letter of the week and practical phonic activities. Staff clearly understand how children learn and they provide excellent activities to develop children's listening skills to support their learning. For example, children play sound lotto games. Children count confidently and staff use every available opportunity to encourage children to count and calculate during daily routines. Children grapple with the concepts of 2D and 3D shape through an abundance of practical activities. Children learn about the wider world and celebrate festivals from a range of cultures, and they relish the opportunities to use the range of IT equipment in the pre-school. For example, they program the "Bee Bot" robot and show skill in controlling the mouse at the computer. Children relish their creative activities when they experience a wide range of media and materials. Staff encourage children to express themselves freely and children are not restricted when they wish to experiment with paint. For example, children are fascinated as they squish paint through their fingers and watch it drip. Children's imagination is enhanced by a well organised and exciting role play area which is regularly changed. Overall, children make outstanding progress towards the Early Learning Goals.

The planning of activities is exceptional and staff ensure that children's assessment records inform the planning so that children's individual needs and stages of development are accommodated. Staff find out about children's starting points through the "I can do" entry

booklet and this means that they can successfully plan activities that take account of children's individual interests. This means that children's preferred learning styles are accommodated and they make outstanding progress towards the Early Learning Goals. Children have ample opportunities to visit the primary school; this means that they are familiar with the surroundings and they have a seamless transition to school.

Helping children make a positive contribution

The provision is outstanding.

Staff are exceptional role models and children copy their calm and polite example. All children are welcomed and staff treat children with respect and with equal concern. As a result, children show high levels of self-esteem and they are kind to each other. Children are eager to please and they all help to tidy the toys. Children treat the environment with respect. For example, they throw rubbish in the bin without prompting. Children learn about a range of cultures and festivals through well planned activities which incorporate all areas of learning. The setting has systems in place to fully support children with learning difficulties and/or disabilities. Children's spiritual, moral, social, cultural development is fostered.

Partnership with parents is outstanding. They are fully informed about the Foundation Stage when their children start at the setting. Staff are willing to carry out home visits prior to children starting and this means that staff and parents work closely together to ensure children's needs are fully met. Parents can view children's assessment records at any time, and they are invited to discuss their children's achievements with key workers twice a year. Parents and staff work together to plan children's next steps in learning. Parents report that staff are exceptionally friendly and approachable, and this means that they are fully confident when leaving their children at the pre-school; they state that they are fully informed about what their children have been doing and how they are learning. Staff respect parents' views and use regular questionnaires to ensure their needs are met. Overall, children greatly benefit from the excellent partnership with parents; this contributes significantly to their good health, safety, development and learning.

Organisation

The organisation is outstanding.

The exceptional organisation underpins children's health, safety and welfare. All necessary documentation is in place and is meticulously maintained. Robust recruitment and vetting procedures ensure that children are safeguarded. All staff are qualified and show a clear understanding of how children learn. The outstanding organisation of the environment promotes children's independence and staff are vigilant in their supervision of children. The policies and procedures are robust and fully support the practice of skilled practitioners who consistently give the utmost priority to protecting the children, promoting their well-being and supporting all to develop their potential. Staff work exceptionally well as a team and this means that children receive seamless care and education. The setting is very effectively supported by an active committee who hold regular fund raising events to raise funds.

Leadership and management is outstanding. The pre-school manager sets clear directions which lead to improvements in the organisation of the nursery education and the outcomes for children. She has developed a comprehensive action plan which clearly identifies areas she wishes to improve. She leads a stable staff team and they systematically evaluate activities and sessions, which means that the setting consistently provides outstanding care and education

for children. A strength of the setting is that the staff team work closely together and continually strive to improve the outcomes for children. The curriculum is extremely thorough and staff use this to excellent effect; they are clear on the learning objectives and adapt activities to accommodate children's individual needs.

The outstanding organisation means that the pre-school meets the needs of the range of children who attend.

Improvements since the last inspection

At the last education inspection, the setting was asked to provide more opportunities for children to use large equipment to develop their climbing skills. The setting now provides climbing frames. The setting was also asked to provide toys which reflect positive images of disability. The pre-school has purchased a wide range of small world toys, and children have a positive view of diversity.

At the last care inspection, the setting was asked to ensure the security of staff and children on the premises, to maintain fire exits and to ensure the safety of free-standing heaters. The heaters are inaccessible to children, the fire exits are clear and staff are vigilant when supervising children. This means that children are safe, secure and protected at this setting.

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