

# Eldene Pre School

Inspection report for early years provision

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**Unique reference number** 507879  
**Inspection date** 21/09/2008  
**Inspector** Rachel Edwards

**Setting address** Eldene Centre, Swindon, Wiltshire, SN3 3RZ

**Telephone number** 01793 488802

**Email**

**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Eldene Pre-School opened in 1979. It is managed by a voluntary committee of parents. The provider is on the Early Years Register. It operates from two rooms within the Eldene Community Centre. All children share access to a secure, enclosed outdoor play area. There is access for wheelchairs into the building and a toilet for the disabled. The group opens five days a week during school term time. Sessions are from 09.00 until 11.30 and 12.45 until 15.15 each weekday. In addition, the group offers a lunch club. A maximum of 53 children aged from two to five years may attend the provision at any one time.

There are currently 61 children on roll. Of these, 47 children receive funding for early education. Children attend for a variety of sessions. The pre-school employs nine staff to work with the children. Of these, four hold early years qualifications at level 3. Most other staff hold lower level qualifications and are working towards a higher level.

## Overall effectiveness of the early years provision

Children enjoy their time at this pre-school and make satisfactory progress in their learning and development. However they are at risk of harm as staff do not effectively identify and take action to minimise hazards. The pre-school is inclusive and staff provide a warm and friendly welcome to all families and their children and strives to meet their individual needs. They generally work effectively with parents and others involved in the care of the children and they have established good links with the adjacent primary school. The pre-school has not been effectively evaluating its practice but now receives regular support from the local authority early years team, who have helped draw up action plans for future developments that will improve experiences for children who attend.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that risk assessments of the premises both indoors and outside, are effectively carried out and action is taken to minimise hazards to children, particularly in regard to checking the outdoor area and children's access to fire exits (Suitable premises, environment and equipment) 24/10/2008
- ensure all members of the committee have submitted disclosure application forms to Ofsted (Suitability of adults) 24/10/2008

To improve the early years provision the registered person should:

- take steps to prevent the spread of infection by ensuring the premises is clean and that staff follow hygienic procedures when handling food and cleaning children's hands before eating
- ensure that all staff and parents contribute to the ongoing assessments of children's progress and that staff share and use this information to plan interesting and appropriately challenging learning experiences for each child across all areas of the curriculum
- provide more opportunities to develop children's skills in communicating, speaking and listening and their enjoyment of books

## **The leadership and management of the early years provision**

Staff do not effectively assess and minimise risks to children so they are at risk of harm. Staff generally work well together and demonstrate a strong commitment to further training and raising the standard of care and learning. However, they do not regularly meet to ensure that they are well informed about all aspects of the provision and procedures to follow nor to discuss individual children's needs and achievements. There are rigorous systems in place to ensure adults working with children are suitable to do so but the group has not been proactive in ensuring all members of the committee have undergone the required checks.

The pre-school receives regular support from the local authority development worker and advisory teacher and they have been part of a Surestart programme to help identify areas for development. They now have an action plan with timescales in place to address the weaker areas of the provision and to further develop stronger areas.

The pre-school has a satisfactory partnership with parents, who speak positively of the care and education that their children receive. They have the opportunity to talk to staff informally each day and to attend arranged meetings to discuss their children's progress. However, parents are not encouraged to share what they know about their children nor to regularly contribute to their developmental records so a complete picture is not built. The group supports children with additional needs well and works closely with others involved in their care, such as speech therapists to help children make satisfactory progress. The pre-school is developing its links with the adjacent primary school which helps children to make a smooth transition into the reception class.

## **The quality and standards of the early years provision**

Most children are happy and settled and enjoy the time they spend at this pre-school. The warm and caring staff give good support to less confident children. The staff have worked hard to create an environment where children can play independently and choose what they would like to play with and whether to be indoors or outside. This is particularly commendable as they have to pack away everything at the end of each day. However, some areas, such as the book corner

are not attractively presented to encourage children to use them more frequently. Children, especially the more boisterous, benefit from being able to play outside at any time, choosing from a wide range of activities that cover all areas of learning. However, staff do not effectively check and remove outdoor hazards, such as bottles, cans and cigarette ends before the children go out so they are in danger of seriously hurting themselves. Staff demonstrate poor safety awareness at other times, for example, leaving children unattended in a room where the fire exit, which can be opened by children, leads to a dangerous and insecure area.

Staff achieve a suitable balance between activities that they lead and those that children organise themselves. Staff generally interact satisfactorily with children, encouraging them to think and try new experiences, for example, they ask children how to make paint thicker and allow them time to experiment with this. However, staff do not routinely encourage children to speak and listen in small and large groups, such as at snack time. Staff observe and record principally their own key children's achievements but they do not regularly meet to discuss all children's progress and hence do not always pitch their questions at the right level to help each child move on to the next stage. Overall children make satisfactory progress in their learning and development, given their abilities and starting points. They are becoming confident, independent learners who can play and interact positively with others. Children generally behave well and staff sensitively and promptly deal with any unwanted behaviour.

Children learn about healthy living, as they take plenty of exercise and enjoy the range of healthy snacks that are provided. They wash their plates and cups after snack and they are taught the importance of washing their hands. However, a bowl of shared water is used before eating, which is not hygienic. Additionally, staff preparing food do not practise good personal hygiene, which increases the risk of cross infection and does not provide a good role model for children.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Inadequate

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Inadequate

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Inadequate
How well are children helped to stay safe?	Inadequate
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.