

Applemore Pre-school, Creche, and Holiday Activities.

Inspection report for early years provision

Unique reference number	109831
Inspection date	04/11/2008
Inspector	Clare Moore
Setting address	Claypits Lane, Dibden, Southampton, Hampshire, SO45 5TN
Telephone number	023 80844288
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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 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).

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

Applemore Health and Leisure Centre is adjacent to Applemore school near the village of Hythe. It provides a pre-school and a holiday activity programme and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school and the holiday playscheme are situated on the ground floor.

The setting is managed through the overall management of the recreation centre together with the manager of the setting.

The pre-school sessions are on Monday to Friday from 09:15 - 11:45 and on Monday, Wednesday and Friday 12:30 - 15:00 during term times. The holiday playscheme offers places for children aged five to eight years and is open from 08:30 - 17:30 daily during the school holidays. Sessional activities are also organised for children aged from three to five years on two days a week. The setting is registered for maximum of 26 children from two to under eight years of age. There are currently 50 children from two to eight years on roll and the setting is in receipt of nursery education funding. There is also separate provision for children aged over eight years.

There are eight members of staff who work with the children. They all hold early years qualifications, work in the pre-school and three of them work on the playscheme.

Overall effectiveness of the early years provision

Children are safe and secure at all times. They are confident and have very good relationships with each other and with the staff. They make progress in their learning and development from their starting points and are supported by the effective partnership between practitioners and parents. Staff are strongly motivated and are encouraged to share ideas and to develop their skills and knowledge through attending training and sharing knowledge.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop adult interaction to focus on children's learning and achievement through question and challenge to enhance thinking, curiosity and learning
- refer to the National Strategy publication 'Supporting children learning English as an additional language' to inform practice to promote and value the use of home languages both within the family and the setting
- communicate with other settings that children attend in order to ensure children's needs continue to be met and there is continuity in their learning.

The leadership and management of the early years provision

All documentation is professionally presented. Policies and procedures are systematically reviewed and contribute to the smooth running of the setting. Safeguarding procedures are secure and risk assessments effective at keeping children safe.

The space in the setting is used effectively so that children are able to access their activities, resources are of good quality and wall displays make for a welcoming environment. A mirrored wall makes the most of the available light. Staff are all qualified and work well together as a team sharing their skills and ideas in the planning and evaluation. They are very caring and support children's emotional needs well but are not always deployed in the most effective ways to promote learning.

The setting has made improvements since the last inspection and has started the process of self evaluation including a written assessment to lead to further development. Activities are not yet systematically evaluated to be clear about what children are learning from them. As a result staff do not always make best use of opportunities and skills to challenge children to think and find out more.

Inclusive practice is promoted and all children have their needs met. The provider works closely with parents and other professionals such as the Advisory teacher, but has not made links with other settings children attend in order to ensure a consistent approach to care and learning.

The quality and standards of the early years provision

Children make steady progress in their learning which is clearly documented. Records are well presented and include observations, photographs, examples of work and comments from parents. Staff support individual children well. They share information with parents to know and understand children's needs and starting points which helps them to target future steps of learning. Children are in the main confident, settled, happy and involved in their activities. Those who show anxiety are very soon skilfully distracted and engaged in activities.

Staff provide a varied and accessible range of resources. Children enjoy opportunities to be creative, mark make and selecting materials for themselves. A comfy, inviting book area encourages children to develop an interest in the written word. They have this term introduced an emphasis on child-initiated learning and this is reflected in their plans and the 'focus tree' displayed on the cupboard door. Staff have knowledge of the Early Years Foundation Stage Learning and Development requirements and use this to record their observations and ensure all areas are covered. However they are not always well deployed and some opportunities to interact with children and promote independence are missed which limits the progress that children can make. For example at snack time children do not routinely serve themselves or develop problem solving skills, and outside of focussed activities there is limited adult intervention to support and challenge

children.

They find out about the wider world through, for example sharing news about their holidays and taking part in a topic about India including tasting spices, making tiger faces and comparing places on the map.

Children have regular opportunities to enjoy the outdoors using equipment such as different sized balls, rockers, skittles and parachute games to help them to keep fit and develop physical skills. They also take part in using large scale soft play equipment to explore climbing and balance. They find out about keeping healthy through discussions around snack time. They are discovering how to keep themselves safe as staff remind them that they need both hands to climb. They also take part in regular fire practice.

Children show caring attitudes and behave well. They show concern for each other, for example offering toys. They help tidy up after activities and they negotiate taking turns using the large sand timer when wanting to take part in popular activities such as using the computer. Children with learning difficulties are included in all aspects and staff are becoming skilled in using elements of sign language to encourage and support all children. Children who are bilingual or speak English as an additional language are supported but the home language is not used to show it is valued or to support the continued development of both languages.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	2

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

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

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

There have been no complaints made to Ofsted since the last inspection.

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.