

Cuckoo Meadow Pre-school

Inspection report for early years provision

Unique reference number EY254143
Inspection date 15/10/2008
Inspector Amanda Shedden

Setting address Rathbone Pavillion, North Waltham, Basingstoke,
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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).

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

Cuckoo Meadow Pre-school has been open since 2003. It was formerly Dummer Pre-school and has been in operation for around thirty years in total. The pre-school is situated in the village of North Waltham near to the infant school on the outskirts of Basingstoke. The children attending come from the village and the surrounding area.

The pre-school operates Monday to Friday from 09:15 till 11:45 and Monday, Tuesday, Wednesday and Friday from 12:30 till 15:00 during term time only. The Pre-school is on the Early Years Foundation Stage Register, the Childcare and the Voluntary Care Registers.

The pre school is managed by a committee of parents and is registered to provide sessional care for 20 children from two to five years of age. At present there are 43 children on roll with 35 of the children aged three and four years in receipt of nursery funding. The group supports children who have additional needs. They can support children for whom English is an additional language though none are attending at present.

Six members of staff are employed with four staff working with the children at each session. Staff attend regular training and more than half of the staff have early years qualifications. The pre-school support from the early years partnership.

Overall effectiveness of the early years provision

Children flourish due to the positive interaction of the staff, and their understanding of the individual welfare and educational needs of each child. Children are making excellent progress; they enjoy the wide variety of resources and activities that are provided for them. Children access a stimulating, attractive and secure environment where they can play happily and safely. Staff have an accurate understanding of where individual children are in their progress, which enables them to continually support the children. Staff meet regularly to discuss and evaluate the provision in order to plan for future development of the Pre School and to ensure that all children are fully included.

What steps need to be taken to improve provision further?

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

- further develop links with other providers to ensure the needs of the children are met

The leadership and management of the early years provision

The long established staff are motivated and work well as a team; they ensure that the deployment is effective to benefit the children. All of the staff have an excellent understanding of the Foundation Stage and how children learn. Staff are supported and encouraged to undertake regular training to enhance their skills and knowledge. All documentation is in place and maintained to a high standard, they are updated regularly by the managers and parent committee. The robust procedures in place for recruitment for staff ensure that all staff working with children are suitable to do so. There are comprehensive systems in place for the induction of volunteers, students and new staff members that are worthwhile and support everyone in continually enhancing the children's welfare and learning environment.

The partnership with parents is excellent, the parent committee work closely with the staff to support the smooth running of the Pre School. Parents are fully aware of the records kept on their children. They are encouraged to contribute their knowledge of experiences their child has had to enable the staff to use this information to support further learning. The managers have started to develop relationships with other providers although this has not yet been fully implemented. Children with additional needs are very well supported; staff work with other agencies to ensure that the children's needs are met effectively. The Pre School continually monitor the provision to identify areas that they would like to improve, for instance the outdoor provision, and to ensure that the children are offered an extensive and imaginative learning programme.

The quality and standards of the early years provision

All staff participate in the planning ensuring all areas of the curriculum are covered in an imaginative and stimulating manner. They use the observations made on children to ensure that the planning reflects children's individual needs and that they are able to extend and consolidate children's learning. They evaluate the activities and sessions to ensure they have met the children's needs and to identify any areas that could be improved.

Children are interested and motivated in the activities on offer. They become independent in their choices and eagerly take part in all that is offered. There is an excellent balance between adult and child initiated activities. For instance one of the craft activities was to make octopuses, some children however wanted to make other sea creatures and staff encouraged and supported them. Children are able to persevere at their chosen activity, the staff always on hand to support and encourage the children. One child noticed the clock and selected a set of mats with numbers on and proceeded to make a number line linked to the numbers on the clock. Staff ensured there was enough space, praising and encouraging the child. The staff member extended the activity by encouraging the child to measure how long it was. Children are encouraged to write their names or make their mark as they take part in role play or mark their own work. They act out familiar stories using the resources they had previously made and other simple props. The children become completely absorbed; they listen, watch and eagerly play their part in bringing stories to life.

Staff's skills, knowledge and understanding of the individual children ensure that children receive an innovative, stimulating, vibrant and caring atmosphere for the children. Staff are proactive in creating exciting and worthwhile activities for the children. For example staff created an activity to stimulate children's smelling senses. Bags with different smells were hung and left against a wall. As the children spotted them the interaction between staff and children encouraged children to identify the smells and to link them with something they knew, many children identifying the vanilla smell with the way ice cream smells.

The environment is friendly and welcoming to children and parents, the bright attractive room with displays of the children's work and commercial posters giving them a sense of belonging. Staff are welcoming to children, if a child stands close to an activity they are invited to join in and, if necessary, given support until they feel confident to participate for themselves. The staff act as good role models saying 'please' and 'thank you' to each other and the children. They encourage the children with their manners providing a caring and warm atmosphere for the children. Their interaction with the children encourages the children to think, contribute their own ideas and gives them confidence to try something new.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

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

Quality and standards

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

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.