

# Lightwater Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY267718
<b>Inspection date</b>	17/10/2008
<b>Inspector</b>	Deborah Jacqueline Newbury
<b>Setting address</b>	Lightwater Leisure Centre, Lightwater Country Park, The Avenue, Lightwater, Surrey, GU18 5RG
<b>Telephone number</b>	01276 472662
<b>Email</b>	
<b>Type of setting</b>	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**

Lightwater Pre-school opened in 2003 and provides sessional care for children aged from two and a half to under five years of age. It is run by a committee comprising of parents of children attending the group. The pre-school serves families from the local community and surrounding areas.

The pre-school operates from the dance studio at Lightwater Leisure Centre in the village of Lightwater in Surrey. Children have access to suitable toilet and washing facilities. Staff are able to make use of the surrounding grounds and an Astroturf court to provide children with opportunities for outside play and they use the dance studio in a flexible way to offer other opportunities for large physical play.

The group opens Monday to Friday from 09.30 to 12.30 during school term time only. Children can attend for a variety of sessions. There are 26 places for children in the early years age group and there is currently a total of 49 children on roll aged from two and a half to four years. The provision welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 21 members of staff who work with the children. Of these, 10 hold relevant childcare qualifications and two are completing training to achieve a Level 3 childcare qualification. Most staff members hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service (EYCS).

## **Overall effectiveness of the early years provision**

The pre-school has recently moved back to the Leisure Centre following refurbishment of the site and management and staff are focussing on re-establishing the provision here. The introduction and implementation of the EYFS is still at an early stage but everyone is committed to providing children with a quality experience. Management has a clear idea of the pre-school's current strengths and has identified most areas that need further development through a reflective approach. They are aware of how these will improve outcomes for children and build further on their learning and development. Consequently, the capacity for continuous improvement within this setting is good. All children are warmly welcomed, they are confident and have fun in a calm, relaxed environment; most aspects of inclusion are met appropriately.

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

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

- develop systems for gathering information from parents about their children's starting points and capabilities
- continue to develop and implement planning systems so these have regard

- for children's individual interests
- provide more opportunities for all children to have access to outdoor play
- develop links with other providers of the Early Years Foundation Stage (EYFS) to ensure a shared approach to supporting children's learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with children and who has parental responsibility for them (Documentation)

30/11/2008

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

The use of self-evaluation as a means of monitoring and evaluating practice is being developed and action plans that identify areas for improvement are in place. For example, the need to move away from a directed approach and to improve the range of items to support continuous provision and to provide greater opportunities for self-selection so children can choose things based on their interests has been identified. Most recommendations from the last inspection have been addressed successfully, although some remain works in progress.

Staff discuss children's individual needs with parents and work hard to meet these, which ensures continuity of care. This exchange of information has not been extended though to include information about children's starting points in respect of their learning and development. However, parents are well informed about their children's ongoing progress whilst they are at the pre-school and are encouraged to support this at home. Systems for working in partnership with other providers who also deliver the EYFS to children attending this setting have not yet been devised.

The safety and security of children receives very good attention through completion of comprehensive regular risk assessments and daily checks on an ongoing basis as the room is set up. Children are protected as staff have a secure understanding of safeguarding issues and management implements sound recruitment, vetting and induction procedures. The pre-school welcomes children with learning difficulties and/or disabilities and takes positive steps to meet their needs.

Documentation required for the safe management of the provision and to promote the well-being of children is mostly in place; staff do not, however, gather information about who has legal responsibility for children. This is a specific legal welfare requirement.

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

Children's welfare and well-being is clearly very important to staff. They implement effective practice to ensure good standards of hygiene and protect everyone from the spread of infection. Children's awareness of healthy eating and the importance of drinking regularly is promoted through the provision of appropriate food items and ensuring they can easily and independently help themselves to water when they wish. Staff use the dance studio flexibly and provide activities that allow children to develop control of their bodies, such as music and movement and playing with the parachute. However, not all children attending the pre-school benefit from fresh air and opportunities for outdoor play as this is not offered regularly and staff tend to take children outside only on a Friday. Children learn how to keep themselves safe and to consider the safety of others as staff set clear boundaries. For instance, they explain to children that they must not run indoors because of the location of the tables and talk to them about the need to wait until the child in front of them has finished crawling through the tunnel so they do not accidentally hit them.

Children are familiar with the daily routine and they each have a special place to leave their pictures, which adds to their sense of security and belonging. Staff praise and encourage children for their efforts and achievements, which fosters their self-esteem and promotes confidence. Children behave well and show kindness towards others. Staff and children enjoy good relationships and interact freely with one another. Occasional visitors to the setting provide children with opportunities to find out about the different roles people may play, although they do not often go on outings to explore their local community.

Staff observe children and use the information gathered to identify targets for the next steps in their learning and to inform planning. They are not yet, however, using children's ideas and interests to ensure individualised learning, although this has been identified as an area for improvement and plans are in place to introduce this. Children happily select resources from those set out ready for them to explore but they are restricted to these. Sessions planned for older children do offer children greater variety and more options, although on some general play sessions, older and more able children have less opportunity to develop their ideas further and extend their learning. Staff involve themselves in children's play and learning by asking pertinent questions and encouraging them to think.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

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

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**

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.