

Puffins Pre-School

Inspection report for early years provision

Unique reference number EY278341
Inspection date 10/10/2008
Inspector Anne Mitchell

Setting address Immanuel United Reformed Church, 120 Southbourne Road, Bournemouth, Dorset, BH6 3QJ
Telephone number Hall 01202 431185
Email Puffins Mob:0777 3006478 Mgrs Home No 01202485585
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

Puffins Pre-School opened in 2004. It operates from a church hall and ancillary rooms in Southbourne, Bournemouth and serves the local community and surrounding area. The pre-school is registered to provide care for a maximum of 26 children in the early years age group.

There are currently 31 children on roll, including 25 children who are in receipt of nursery funding. The pre-school opens five days a week during term time. Sessions are from 09.15 until 12.15 with an optional lunch club from 12.15 until 12.45. The setting is registered on the Early Years Register.

A total of seven staff work directly with the children. All staff hold a relevant qualification and two staff members are currently on training courses. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Through the completion of individual records, staff are aware of the children's needs and support them effectively. Systems are in place for identifying areas of improvement, however the setting is not always effective in monitoring day to day practice. Staff work well as a team to promote positive outcomes for children and have developed new systems to observe and record children's development. However, the quality of children's observations is not always consistent.

Children are offered a broad range of activities each day giving them a variety of experiences and children demonstrate high levels of confidence. The pre-school has developed good systems to liaise with other settings about children's progress. Children's welfare is promoted by staff who have a clear understanding of safe guarding procedures. However, records of daily safety checks are not clear.

What steps need to be taken to improve provision further?

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

- continue to improve systems to continually monitor the provision through self assessment to clearly identify targets for further improvement
- ensure the daily risk assessment clearly identifies aspects of the environment that need to be checked on a regular basis
- ensure information from observation is used effectively to ensure children achieve as much as they can given their capabilities and starting points

The leadership and management of the early years provision

The setting has made good progress since the last inspection, addressing all recommendations in full. Secure procedures are in place when staff are recruited

to ensure they are suitable to work with children.

Partnership with parents is good and they are involved in their children's learning through their contribution to the developmental records, and regular discussions with staff. Action plans are completed at each meeting to continually improve the provision. Comprehensive policies and procedures are in place covering all aspects of the provision, and these are being reviewed and updated.

Annual appraisals are completed to highlight staff training needs and recognise their strengths and any areas for personal and professional development.

The quality and standards of the early years provision

Children demonstrate good levels of confidence and they settle well to their chosen activities, they are beginning to concentrate for sustained periods of time. Their health is well supported through healthy snacks and access to drinking water throughout the day. Children have good opportunities to enjoy fresh air and outdoor play. The setting has been awarded the Healthy Early Years status for promoting children's health effectively.

Children are developing good relationships with one another and with the staff. Two children play with cars together. They are called to have snack and one says to the other 'Shall we play again in a minute? The other replies 'Yes, you have the red car and I'll have the blue one'. Children demonstrate a clear sense of belonging at the setting. The pre-school's mascot, 'Poppy bear' visits children's home in turn every week. A child beams happily when chosen to take the bear home. Parents help children write the diary and take photographs of what they have done together at the weekend.

Children have increasing opportunities to be independent. There are areas of the room where children can self select resources, although staff prepare fruit ready for snack and write children's names on their art work for them.

Some staff are proactive in using good techniques to help children think 'What size key do you think will fit this lock? 'Can you hear that noise? Can you tell me what it is?' Each child has a book that shows their progress and development, called their 'Learning Journey' which provides a picture of their progress and development that is shared with parents at consultation meetings twice each year.

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
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

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.