

Magpies Pre-School

Inspection report for early years provision

Unique reference number	EY379914
Inspection date	29/09/2008
Inspector	Michelle Ann Parham

Setting address	Nimrod Community Centre, Nimrod Drive, GOSPORT, Hampshire, PO13 8BE
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Telephone number	02392 503 433
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Email	
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Type of setting	Childcare on non-domestic premises
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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

Magpies Pre-School was re-registered in 2008 as it merged with Sure Start Rowner Company and has charitable status. The setting operates from a large hall, which is divided into two groups, in the Nimrod Community Centre situated in Rowner, Gosport in Hampshire. The pre-school serves the local community and is registered to provide care for 52 children aged from two to five years. It is the group's normal practice to accept children from two years nine months. There are currently 30 children on roll, of which 23 are in receipt of funding for nursery education. The setting supports children who have learning difficulties and or disabilities and who have English as an additional language. The setting operates five days a week during school term time. Sessions are from 09:00 to 11:30 and 12:30 to 15:00, when demand requires. Children attend a variety of sessions. There are currently seven practitioners working directly with the children. All practitioners hold relevant early years qualifications to NVQ level 3 or above. The setting receives support from the Early Years Development and Childcare Partnership and has achieved accreditation in 2007 through the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

The setting has effective procedures that promote continuous improvement such as strong focus on evaluating and reflecting on work practices and planning and consultation and close working as a team committed to professional development. As a result learning and welfare outcomes for children are well met and children thrive in a stimulating, safe environment. Inclusive practice is promoted through established links with other agencies to effectively support the children and to ensure all children can participate, enjoy and achieve. The setting takes time to gather information and build good relationships with the family which enables them to effectively recognise individual needs and diversity, ensuring additional systems are put in place where required.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to practice emergent writing and to recognise their own name by, for example, encouraging them to write their own name on their work, self registering for snack or on arrival and by increasing resources around the setting such as writing pads and clipboards out of doors and in the role play area
- further extend opportunities for children to self select their own play resources and initiate their own choice of play, by for example, providing appropriate storage resources in both groups that are easily accessible and regularly reminding children that they can choose for themselves
- continue to update policies to reflect Early Years Foundation Stage requirements and ensure parents have continual access and sight of required policies and official documentation.

The leadership and management of the early years provision

Clear management structure and direction ensures practitioner's are effectively supported in their role and receive appropriate direction, guidance and opportunities for furthering professional development. As a result children benefit from a well organised setting, with a high ratio of qualified practitioner's who have a good understanding of how children develop and learn through play. Practitioner's work closely as a team to plan and evaluate the setting and work practices on a weekly basis, therefore enabling them to identify strengths and areas for improvement. For example, reviewing the effectiveness of emergency evacuation procedures in light of the new extension to the building and considering required development of the outside play area to improve continuous learning opportunities. The manager undertakes annual appraisals and works within the setting so effectively monitors performance and possible training needs. Peer on peer observations and working closely with another Sure Start nursery enables practitioner's to share expertise and develop own work practices. Weekly staff meetings ensure good sharing of information, clear objectives of the curriculum and planned learning intentions for individual children. All required documentation is in place and policies are currently in the process of review in response to the recent merger with the local Sure Start Organisation and new requirements of the Early Years Foundation Stage as some details are lacking.

Partnership working is strong in some aspects as the setting has effective links within the community such as with local schools, health and community workers. Partnership with parents and carers is promoted through operating an open door policy whereby parents are welcomed into the group to participate in sessions. Information is shared openly on collection and arrival and through termly meetings with their child's key person to view development records and discuss planned next steps. Some information is offered to parents about current themes and learning however this does not consistently occur on a weekly basis which would help parents to be included in extending their child's learning out of the setting. The required documents are displayed in the community centre however as parents are currently restricted from using this entrance to the preschool then they do not have sufficient access to information.

Robust recruitment and vetting procedures ensure adults working with children are fit and suitable to do so. Practitioner's have clear knowledge and understanding of signs and symptoms that would cause concern, are aware to record incidents and existing injuries and to report issues to the relevant agencies. As a result these measures effectively promote safeguarding of children.

The quality and standards of the early years provision

Children thoroughly enjoy the free flow organisation of the setting which enables them to make good use of the outdoor area as a learning environment. They benefit from practitioner's care and consideration given to setting up resources to be attractive and inviting. For example, large soft toys sitting holding books as if reading in the book area and the table set for dinner in the home corner. The

preschool has a varied range of resources, however, current restriction on storage facilities prevent children from having good enough opportunities to initiate their own play and choose from a selection of equipment which would develop responsibility and promote independence. Children experience a balanced curriculum where they make good progress in all areas of learning. Practitioner's have good knowledge and understanding of the Early Learning Goals and plan from children's individual interest building on what they enjoy for their next steps of learning. For example, children who show interests of mini beasts are given opportunities to search the outdoor environment to find snails and woodlice in their natural habitat. They look at books such as The Very Hungry Caterpillar, visit the supervisor's garden to pick fruit and have even discovered caterpillar's which have eaten their way into apples. All of which fills children with absolute wonder and delight and promotes their interest for learning and discovery.

Children benefit from practitioner's taking personal interest and building warm relationships which contributes to them feeling secure and happy. They are supported well by all team members in their learning as they use effective questioning to encourage children to reason, problem solve and work things out for themselves. Interaction is very good and children are confident to speak within a group or to ask for help such as putting on the art apron. They are able to follow simple instructions well and enjoy sitting and listening to stories or for circle time. They have resources to promote mark making in some areas of the setting, however, are not always encouraged to write their own name on their work. Opportunities for children to recognise their own name are not currently promoted and labelling and text is basic around the setting which does not encourage understanding that text has meaning. Imaginative play is well resourced and children thoroughly enjoy exploring role play and imitating home life. They have great fun as they dress up as doctors or pretend to be patients being examined or given an injection. Children develop good social skills, learning to play together, share and take turns as they pour pretend drinks and iron the dressing up clothes.

Children have good opportunities to learn how to keep safe and be healthy. For example visits from community workers such as police and crossing patrol officers contribute to children learning about road safety and finding a safe person if lost. Trips to the local wildlife centre help children learn about the dangers of rivers and of being safe by water. Currently practitioner's are working closely with the dental hygiene nurse to promote good oral hygiene practises with children having toothbrushes issued for use in the setting. Children have planned vigorous physical play where they learn about the benefits of exercise, how they feel hot, how their heart beats faster and the importance of drinking water. Good hygiene is promoted with the use of hand wipes and visual prompts. Practitioner's also ensure regular risk assessment is undertaken and effective procedures are in place to meet the welfare requirements and keep children safe. For example, the premises is secure and safe, regular emergency evacuation is practised and effective systems are in place to monitor and log visitors to the setting. Children are well supervised and staff deployed effectively to support them. Five practitioners have a current first aid qualification ensuring accidents and ill-health are dealt with effectively and efficiently.

Children benefit from practitioner's being particularly skilled in promoting good

behaviour and using positive techniques. Children are involved in discussion about things that make them happy and sad and have visual prompts which are revisited regularly. As a result they are fully aware of acceptable behaviour and expectations. Practitioners help them negotiate with others to resolve disputes and through discussion help them understand the effect behaviour has on others. Children are given lots of praise and encouragement and achievements are shared within the group and with parents which develops good levels of self esteem and confidence. Children thrive on being praised and enjoy special tasks allocated or responsibilities such as collecting the register or helping to tidy up. Children display good manners saying please and thank you for example when asking for help or as they have snack time. Any concerns are shared with parents and the setting has links with the Fareham and Gosport Behaviour Support Team for advice and guidance for practitioner's and parents.

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.	Good

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?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
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?	Good

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 registration.

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.