

Jackanory Pre-school

Inspection report for early years provision

Unique reference number	EY282018
Inspection date	16/09/2008
Inspector	Deborah Jacqueline Newbury
Setting address	Chobham Community Centre, MacMahon Close, Chobham, Surrey, GU24 8NG
Telephone number	0780 1120408
Email	
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

Jackanory Pre-School is a committee run group, which has been established since 1971. It re-registered in 2004 after moving to new premises. It operates from Chobham Community Centre and serves the local community and surrounding areas. Children have access to two rooms on the ground floor of the premises, appropriate toilet and wash facilities and use of a fully enclosed outside play area. There are suitable kitchen facilities on site.

The pre-school is open each weekday from 09.15 to 12.15 during school term times only. Children can attend for a variety of sessions. The two year olds attend between 09:30 and 12:00 in a separate group. There are 36 places for children in Early Years Foundation Stage and there is currently a total of 58 children on roll. The setting makes provision for children with learning difficulties/disabilities and for those who speak English as an additional language.

There are 11 members of staff, who work with the children on various days. Of these, six hold relevant childcare qualifications and two are completing training to achieve a Level 2 childcare qualification. A total of 10 members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service and Preschool Learning Alliance.

Overall effectiveness of the early years provision

All children are warmly welcomed into the setting. They enjoy themselves and have fun in the care of kind, friendly adults who are sensitive to the way they are feeling and help them form positive relationships with others. The pre-school promotes inclusive practice in most respects. Management is aware of some areas for improvement although monitoring systems are not, as yet, sufficiently well developed to ensure all aspects of children's welfare, learning and development are fully promoted. There are also some weaknesses in the way the setting works in partnership with parents.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use to identify individual learning priorities
- improve systems for monitoring and reviewing existing practice to ensure consistency across all areas of the pre-school in respect of children's care and learning and development
- ensure parents are well informed about their children's progress and achievements throughout the EYFS and consider ways of providing support for extending children's learning in the home
- devise and implement a system for updating records maintained on staff.

The leadership and management of the early years provision

The new management team has now been in post for a year and practice is evolving through a reflective approach. Since taking over, the new supervisors have made some improvements, such as changing the layout of the main hall and reducing the number of formal sit-down sessions children take part in. They have also identified other areas for improvement and have a very clear idea of how these will improve learning and development outcomes for children.

Recommendations made at the last inspection which related to increasing the frequency of fire drills and providing children with more opportunities to develop their awareness of other countries and cultures are still work in progress. However, monitoring systems are not yet sufficiently well developed to ensure consistency of good practice across all areas of the pre-school. Risk assessments are in place although these have not been reviewed for some time. Some children's progress records are not up to date and not all records relating to staff are accurate.

Required documentation is in place, as are written policies and procedures which cover all aspects of the provision. These are available for parents to view, which aids their understanding of the organisation of the pre-school.

Children are safeguarded as management implements appropriate recruitment and vetting procedures and staff have a sound understanding of child protection issues. Qualification requirements are met and adult to child ratios maintained. Some staff have received external training in the Early Years Foundation Stage (EYFS) whilst others are being assisted in developing their understanding of this through in-house training days and management support.

Relationships between staff and parents and carers are warm and friendly, which adds to children's confidence. Staff gather information about children's individual needs and starting points via home visits and asking parents to complete questionnaires about their children. This ensures continuity of care and means that staff are well informed about children and their interests. However, systems to ensure an effective ongoing exchange of information are not yet sufficiently well focused on children's learning. Some parents do not know who their child's key person is and they do not feel they are informed about their progress and achievements. This limits opportunities for them to support children's learning at home.

The quality and standards of the early years provision

Children benefit from a safe and secure environment, which is set up ready for their arrival with a range of good quality, age appropriate resources. These are attractively presented and help to create a child friendly and inviting play space. Children learn how to keep themselves safe as staff use situations that arise during the session to draw their attention to potential hazards and possible consequences. For instance, they explain about the need to carry chairs carefully and not to run indoors. Most aspects of children's good health are promoted very well. Children enjoy healthy snacks, brought from home, in accordance with the pre-school's food

and drink policy. All children play outdoors on a daily basis, where they enjoy exploring the different wheeled toys, stepping stones, hobby horses, hoops and balls; all of which help them improve their gross motor skills, control and co-ordination. Staff follow good hygiene routines and encourage these with most children, which minimises the potential for the spread of infection. Older children clean their hands as a matter of course before eating, although this does not always happen with younger children. Children behave well. Their self-esteem and confidence is well fostered as staff praise and encourage them continuously. Children are helped to gain a sense of security and belonging. They have somewhere special to leave their belongings and staff are reassuring and sensitive towards them; they speak gently to children who are upset and give cuddles. Parents of new starters are welcome to stay to help their children settle and staff contact carers, as necessary, during the course of the sessions. The pre-school welcomes children with learning difficulties and/or disabilities and takes positive steps to meet their needs.

Children make satisfactory progress towards the early learning goals as they choose what they wish to do from a varied range of activities set out ready for them to explore; these include items to support all areas of learning. Staff involve themselves in children's play and support their learning by asking questions and ensuring they are available to respond to children's interest; for example by reading them stories. All children have a key person who is responsible for maintaining their development records; not all of these, however, are up to date and do not identify the next steps in their learning. Furthermore, observation and assessment procedures are not yet sufficiently well developed to ensure children achieve as much as they can in relation to their starting points and capabilities. Children enjoy role-play and imaginative play using a selection of small world toys. Painting is also very popular although within the younger age group, when several children express a wish to paint at the same time, staff do not respond to this by changing the environment to cater for children's wishes. Also, some children who start to paint together are stopped from doing so. This limits opportunities for children to begin to work co-operatively with others. Older children gain good independence and self-help skills as they put on aprons for messy play activities and persevere to change their indoor shoes for Wellington Boots before going outside to play.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
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?	Satisfactory
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?	Satisfactory
How well are children safeguarded?	Satisfactory

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?	Satisfactory
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?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
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.