

Westbrook Little People

Inspection report for early years provision

Unique reference number	109994
Inspection date	08/10/2008
Inspector	Lisa Jane Cupples
Setting address	Tempest Avenue, Waterlooville, Hampshire, PO7 8NU
Telephone number	07708 873260
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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).

Description of the setting

Westbrook Little People Pre-School opened in 1990. It operates from a community centre which is located in Waterlooville, Hampshire. All provision is on the ground floor of the building making it accessible to everyone. The setting is run by a voluntary management committee, made up of parents and carers. The pre-school may provide care for a maximum of 26 children at any one time on the Early Years Register. The pre-school is open each weekday from 09:15 to 11:45 except on Wednesdays and each weekday from 12:30 to 15:00 during term time only. All children have access to an outdoor play area.

There are currently 57 children from two years to under five years of age on roll. The pre-school serves the local community and surrounding areas and children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs six full and part time staff to work with the children. Of these, four staff hold relevant early years qualifications and one is working towards a qualification. The setting receives support from the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Children are happy and settled during their time in the pre-school. All aspects of children's welfare are promoted successfully because staff implement policies and procedures to safeguard the children effectively. Staff continually assess and evaluate practice to develop and improve the provision, although some weaknesses in the systems to promote the children's learning and development have not been identified. As a result, the setting is not fully inclusive because the children's individual needs are not being met in this area.

What steps need to be taken to improve provision further?

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

- develop and implement a system to identify the children's starting points and enable staff to track their progress effectively
- ensure staff identify the children's next learning steps and use this information to plan a curriculum to reflect their individual needs and develop systems to share this information with parents to help involve them in their children's learning
- further develop the evaluation procedures to include the impact on learning and the children's progress.

The leadership and management of the early years provision

The pre-school has made generally good progress since the last inspection and they have addressed most of the previous recommendations effectively. The well established staff team work together to evaluate practice, continually monitoring and reviewing procedures to drive improvement. For example, detailed action and development plans are in place and identified weaknesses are addressed as quickly as possible, resulting in the good development of the learning environment and the continuous provision for children. However, staff have not fully identified areas for improvement with regard to the curriculum for the children's learning and development. Annual appraisals and peer assessments are completed and staff are actively encouraged to attend training courses and workshops to develop their personal skills and knowledge for the benefit of the children. Written risk assessments are carried out to ensure the pre-school is safe and secure and the committee and staff team regularly review the policies and procedures to ensure they accurately reflect practice in the pre-school. Children benefit from the strong relationships developed with parents and good lines of communication ensure information about their general well-being, how they are settling in and what they have been doing is shared extremely well. However, the information shared by parents when the children first attend is not used fully to identify the children's starting points and clear information about the children's progress and their next learning steps is not shared effectively. Consequently, the parent's ability to be more involved in their children's learning and to build on what they are learning at home is limited. Robust recruitment and vetting procedures are implemented well, ensuring all adults working with the children are suitable to do so. All staff have a very good understanding of child protection procedures and know how to implement them to safeguard the children. All the required paperwork and documents are in place and are maintained well; ensuring all the welfare requirements are being met and the children are protected.

The quality and standards of the early years provision

Children have access to an extensive range of activities and resources in a stimulating and well-organised environment that covers all six areas of learning both inside and outside. They are able to self-select clearly labelled resources from the low-level shelves, increasing their decision-making skills effectively. Children show high levels of independence and their self-care skills are promoted well, as they put on their own aprons for art work and wash their hands at appropriate times. Staff have a good understanding of the early learning goals and are skilled at asking open-ended questions to extend the children's thinking. They interact fully with the children throughout the session and the continuous provision enables the children to take part in activities and experiences to help them make some progress. Staff make detailed observations about what the children can do, although they do not use this information to identify the children's next steps or track their progress effectively. As a result, the planned curriculum is general and does not reflect the needs of the children. Therefore, children learn sporadically, through incidental opportunities, rather than planned or focused learning intentions aimed at their individual needs, slowing their progress towards the early learning goals. Staff evaluate the daily routines and the success of the activities well, however, they do not currently evaluate or monitor the impact on the children's learning and progress. Children enjoy the fresh air daily as staff make good use of the outdoor play space,

and the local park to broaden the children's experiences. They have ample opportunities to practise their emergent writing skills in a variety of ways and use their imaginations well during art and craft sessions and role play in the well-equipped home corner.

Children's safety is promoted extremely well and good systems are in place to ensure the building is secure and no unauthorised people can gain access to the children. Parents provide a wide range of fresh fruit for snack time and children are beginning to learn about the importance of healthy eating as they talk about the types of food that are good for them. Children learn how to keep themselves safe and understand the rules of the group. For example, they know they must not run inside the building and older children are able to explain what happens during the regular fire drills. Children behave well because all staff implement the clear rules and boundaries consistently, ensuring the children know what is expected of them. Staff take the time to recognise the children's positive behaviour, encouraging and praising them at every opportunity, developing their self-esteem and confidence effectively. Children communicate well with each other and adults, suggesting their favourite songs or stories in large groups and negotiating roles in the home corner. They learn about their local environment and the wider world through planned topics and themes, using a wide range of resources and materials as they explore other cultures and festivals from around the world.

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?	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?	Good
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?	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 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.