

Horns Drove Community Pre-School and R.A.S.C.A.L.S.

Inspection report for early years provision

Unique reference number	EY345454
Inspection date	23/10/2008
Inspector	Michael Pye
Setting address	St. Johns C of E Primary School, Bakers Drove, Rownhams, Southampton, Hampshire, SO16 8AD
Telephone number	0238 073 9982
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Horns Drove Community Pre-school and R.A.S.C.A.L.S. (Rownhams After School Club and Learning School), registered in its current setting in 2007. It operates from two rooms in a purpose built lodge in the grounds of Rownhams St John's School. A maximum of 30 children may attend the setting at any one time. The pre-school opens Monday to Friday from 09.15 to 11.45 and from 12.15 to 14.45 during term times. R.A.S.C.A.L.S. opens Monday to Friday from 15.00 to 18.00 during term times. A new addition to its provision is the holiday club that runs from 08.45 to 17.45 for up to 30 children aged four to 11.

All children share access to a secure enclosed play area. There are currently 78 children aged two to under five years on roll for the pre-school. Of these 65 receive funding for early education. There are 45 on roll for the after-school club. There are 14 members of staff working with children in the setting, and all but two have suitable qualifications. The two adults are undergoing training for NVQ level 2.

Horns Drove Community Pre-school and R.A.S.C.A.L.S is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

Overall effectiveness of the early years provision

As a result of good management the provision runs smoothly and the welfare needs of the children are very well met. Experienced staff help ensure that the children are settled, safe and happy. Staff use their very good knowledge of the children to plan a wide range of interesting and engaging activities. The activities help ensure that the learning needs of the children are well met.

What steps need to be taken to improve provision further?

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

- ensure that curriculum planning shows where and when the EYFS is delivered throughout the year
- develop more robust self-evaluation procedures so that the provider can identify more accurately the impact of the provision's work
- ensure that records of equipment testing are robust

The leadership and management of the early years provision

Leadership and management are good. Teamwork is strong, and areas of responsibility are well distributed. For example, different members of staff act as leaders for special needs, child protection and emergency fire arrangements. The effective systems in place for leadership and management have recently been clearly demonstrated by the continued smooth running of the provision despite changes to senior leadership. Senior management knows the strengths of the

provision. However, it is at an early stage of developing a more robust self-evaluation procedure that would enable it to judge more accurately the impact of its work. Risks are minimised and regular assessments take place. All necessary policies and procedures are in place and consequently areas such as the safeguarding of children are well addressed. Improvement since the last inspection is good. Thorough records are kept of the arrival and departure times of pupils, and fire drills are well organised with careful thought given to how to improve the procedures. Whilst electrical and fire equipment testing takes place there is insufficient recording of the date and outcomes of the tests. Appropriate attention to the professional development of staff takes place which is well focused upon benefiting the children's welfare and learning. There is a good capacity to sustain improvement of the provision.

The quality and standards of the early years provision

Very thorough preparation ensures that the children feel relaxed. They quickly settle and thoroughly enjoy the activities provided during the pre-school and R.A.S.C.A.L.S. sessions. The accommodation is purpose-built, and brightly decorated with photographs, and children's work such as their 'Incy Wincy' spiders and autumn collages. Children work well around one another, demonstrating their good attention to keeping themselves and others safe. They have an excellent understanding of how to stay healthy. They readily identify fruit and maximise the use of the pleasant outdoor area for physical activity, for example by participating in nature walks, and riding trikes. The varied activities motivate them well and consequently they make good progress. Staff consistently promote speaking and listening opportunities for the children, whether they are role playing, working at the computer or painting. There are opportunities missed by adults to further extend children's thought and vocabulary through the use of more probing questions. Children's personal and social skills are very quickly developed because relationships are strong, the environment supportive and there are well-established and clear expectations and routines. Children responded easily to the good opportunities they have to decide for themselves about what activity to pursue, including indoor and outdoor play, eating healthy snacks or playing games. Staff regularly observe and assess the children, and this information forms the basis of the provision's good recording of how well the children are progressing in the various areas of learning. The provision's curriculum planning clearly shows what activities are scheduled to take place, and that the children's ideas are considered. However, the provision cannot show where and when the Early Years Foundation Stage curriculum is delivered because the planning is not detailed enough. Good progress in their learning, together with well developed personal and social skills helps ensure that the children are well prepared for later life. The children make an excellent contribution to their community. They willingly help to clear up after activities, and visit the nearby primary school and a local dairy farm. The positive relationships between staff extend to effective partnerships with parents and other professionals. Informal daily conversations with parents are strengthened through home-school diaries, a thorough induction programme and regular newsletters.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.