

Camel Pre-School

Inspection report for early years provision

Unique reference number	EY335445
Inspection date	27/11/2008
Inspector	Keith Williams

Setting address	Stockham CP School, Stockham Way, Wantage, Oxfordshire, OX12 9HL
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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).

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

The Camel Pre-school opened in 1969. It operates from its own building in the grounds of Stockham County Primary School, Wantage, Oxfordshire. There are two play rooms, with additional facilities and the children share access to a secure enclosed outdoor play area. The group serves the local community. A maximum of 30 children aged two to eight years may attend at any one time. The group is open Monday to Friday during term time between 08.00 and 18.00. A Breakfast Club is run between 08.00 to 09.00 and an After School Club between 15.00 and 18.00. Children aged over eight years also attend these sessions. There were no children registered to attend the Breakfast Club on the day of the inspection. The group runs pre-school sessions: the morning session from 09.00 to 11.45, a lunch club from 11.45 to 12.30 and the afternoon session from 12.30 to 15.00. There are currently 54 children on roll, of these, 46 children are aged three to five years, 30 of whom receive funding for nursery education. The group supports children with learning difficulties. There are three children attending for whom English is an additional language. The committee employ a manager and nine other members of staff, of these five, including the manager, hold appropriate early years qualifications. One member of staff is working towards a NVQ level 3 and the manager is working towards a Foundation degree. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Camel Pre-school is a good pre-school group. The children achieve well towards the learning goals expected for their age. Good links with parents, the host school and external specialists contribute well to the children's welfare and development, and this helps to ensure that all children are fully included. The pre-school is well led and managed. The recommendations of the last inspection have been dealt with well and there is good capacity to sustain improvements.

What steps need to be taken to improve provision further?

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

- formalise the systems for monitoring the impact of initiatives on children's learning and welfare
- establish a cycle for reviewing and updating policies

The leadership and management of the early years provision

Good leadership and management ensure that children, in all of the groups offered, learn and play in a safe, supportive and interesting environment. Staff are skilled and well qualified, including appropriate first aid qualifications in paediatric childcare. They work together closely as a team and know the children well, which helps them to keep a close check on their welfare and development. The day-to-

day vigilance of the staff is supported by good arrangements for securing the children's health and safety. These systems are well laid-out in detailed policies. The committee has rightly recognised the need to ensure that these policies are reviewed regularly and plans are in hand. Robust systems are in place for checking on the suitability of adults to work with children. Close links with parents contribute to the staff's detailed knowledge of the children. In turn, parents are very supportive of what the setting offers. They particularly appreciate the information they receive, formally and informally, about their children's progress.

The pre-school uses external expertise well to help them support children, including those with special educational needs. For example, good links with a specialist advisory teacher for deaf children help staff to modify their approaches and activities. As a result, the setting meets children's differing needs well and this contributes positively to children's all-round development and welfare. Staff supervise the children and promote learning well and sessions are well organised and resourced. Leaders evaluate the effectiveness of the provision by carrying out audits and welcoming input from external experts. This information feeds well into a plan of action that sets out the areas for development and the funding available to achieve them. Consequently, they have a good understanding of strengths and what can be improved although, as yet, there are no formal systems for measuring the impact of the initiatives they introduce.

The quality and standards of the early years provision

The children, including the few who are learning English as an additional language and those with special educational needs, achieve well. Staff work hard to ensure that children can learn and play in a safe and stimulating environment. As a result, the children's differing learning and welfare needs are well met. Staff provide a wide range of activities that are carefully planned and prepared and give regular access to all of the areas of learning. Children enjoy their time in the range of groups offered, and this makes a positive contribution to their development. Staff keep a close check on them, and careful records, including helpful photographs, are kept to show the progress they make. These are made readily available to parents, who appreciate the information they receive.

A particularly strong feature of the provision is the way that children's language and social development are promoted. Staff know the children well, so that they give the right amount of help when needed, or provide encouragement to play with others. As a result children, including those learning English as an additional language, learn to do things for themselves, but also learn to take turns and share with others. Staff question carefully to challenge and extend the children's understanding and encourage them to express what they are thinking and feeling. Children's own interests often provide the starting point for an activity and staff use the discussions that follow well to develop their speaking and listening. For example, considerable discussion was generated when a group of children decided to plan a visit to the swimming baths. Sensitive and discrete support ensured that the children gained much from the experience.

The rooms are well laid out to promote children's independence in choosing and

using equipment. Language and creative development are given a high prominence in the good quality wall displays that help to extend children's understanding and celebrate their achievements. The children contribute well to these, taking great delight, for example, in using different materials to create snowmen for a large display in the attractive book corner. Some display space is given over to promoting children's problem solving, reasoning and numeracy, although this is much less prominent than other areas of learning.

The previous inspection recommended that planning be extended to include learning opportunities for outdoor play. This has been tackled well. The outdoor area is used successfully to promote children's all-round development, particularly their physical development, and they make good progress. Staff encourage children to be active, and they enjoy climbing and balancing, while developing a good awareness of the safety of others. The children are well prepared for the next stage in their lives and make good progress in the skills they will need. They wash their hands diligently and learn to hang their coats on the right pegs. Snack times, including meal-times at the successful lunchtime club, help children develop an understanding of healthy diet. They enjoy weighing different kinds of fruit, guessing which will be heavier, and learning their names.

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?	2
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?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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.