

Haydon Meadow Pre School

Inspection report for early years provision

Unique reference number	508009
Inspection date	03/03/2009
Inspector	Karen Louise Prager
Setting address	The Haydon Centre, Thames Avenue, Haydon wick, Swindon, Wiltshire, SN25 1QQ
Telephone number	01793 706696
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

Haydon Meadow Pre-school opened at its present location in 1988. It is situated in the Haydon Wick community centre to the north of Swindon.

The pre-school is registered on the Early Years register. There are currently 116 children from three to under five years on roll. Children attend for a variety of sessions. The pre-school has experience of caring for children with learning difficulties and/or disabilities. There are currently a few children attending who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09.00 to 11.30 and 12.15 to 14.45. A full day is offered with sessions running from 09.00 to 15.00.

There are two part-time and seven full-time staff work with the children. All staff have early years qualifications. There are four members of staff who are currently on training programmes. The setting receives support from the Local Authority

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff have a good knowledge of each child's background and needs and all children are welcomed into a setting which is inclusive to most families. Children are progressing well in all areas of learning and development and enjoy their time at the setting. Effective links with parents help to involve them in their children's care and education and they are kept well informed of their progress. Staff have an ongoing process for self-evaluation, have a good understanding of the strengths of the provision and have clearly identified suitable areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that different languages are valued and provide opportunities for children to develop and use their home language in their play and learning
- improve teaching so that children make connections in their learning, are actively led forward, and can reflect on how well they are doing.

The leadership and management of the early years provision

With the direction of a strong manager the staff work well as a team, providing support for each other during sessions. They are well qualified and good staffing ratios ensures children are safeguarded well during their time at the setting. Staff plan and provide an ever increasing range of interesting activities for children and they have daily access to the outside play areas. Staff conduct regular observations

on the children and use these to keep a track of their progress in development. Activities are adjusted to ensure children have sufficient variety to offer interest and children are seen to generally engage well in their play. However, at times the play lacks sufficient structure and support from staff to enable children to focus and reflect on their learning. Effective procedures for recruitment and checking of staff are in place. The owners support staff very well and regular meetings ensure good communication. The staff have a strong commitment to improving their practice through regular self-evaluation and regular training is undertaken. Knowledge gained is shared between staff and current practice is examined to enable changes to be made. This results in ongoing improvements to the provision for children. Improvements since previous inspection have had a positive impact on the children, for example outdoor play is more easily accessible and varied in provision and the organisation of snacks gives children more independence and an increased level of social interaction takes place. Established policies and procedures are regularly reviewed and staff are informed of changes to ensure the setting is able to meet the welfare requirements of the children.

Children are safeguarded well and learn to keep themselves safe during play. For example, staff carefully explain to children the consequences of their actions, such as, if they run they may fall and hurt themselves or someone else. Security of the premises and safety of the children is paramount for the staff. They are careful to ensure that only authorised people collect children. A visitors book is used effectively and children's attendance is clearly recorded daily. Risk assessments are completed and reviewed regularly. These all help to effectively safeguard children. Clear routines ensure children are encouraged in good personal hygiene procedures and good eating habits. For example, children are encouraged to wash their hands before snacks, to sit at the table and eat and try the healthy snacks that are on offer. A good partnership with parents has developed. Regular communication takes place and parents are encouraged to work in partnership with the setting, continue children's learning at home and offer feedback on progress made. Some steps have been taken to develop partnerships with other provisions attended by the children that deliver the Early Years Foundation Stage (EYFS) framework, such as childminders. Parents and children's views are sought and steps taken to address any issues arising. Parents spoken to are very happy with the care provided. They comment on how staff work hard to ensure the children are happy and well settled. Notice boards inform parents of a wide variety of relevant matters that may be of interest to them.

The quality and standards of the early years provision

Children are welcomed into a friendly environment. They become increasingly confident and settle quickly into their play. Space within the building is used effectively to meet children's needs. All children have access to fresh air and exercise on a daily basis where they can use bikes, sand and play tents. Children are able to make choices for themselves, for example, daily helpers are given the opportunity to select an activity they would like to get out at the beginning of the session. Children enjoy their time at the setting where they interact with each other and the staff well. They learn to share, take turns, develop a sense of independence, make friends and respect each other.

Children progress well in all areas of learning because staff have a good knowledge of the EYFS framework and are confident to help children learn. Activities are sufficiently well planned to ensure that children are suitably challenged and most can succeed well, including those with learning difficulties and/or disabilities. Children who have a diverse linguistic background are less well supported, as the setting takes few steps to value this diversity and provide opportunities for children to use their home language in their play and learning. A strong emphasis on observations of the children enables staff to get to know children well and provide activities that meet children's developing needs. Parents are encouraged to work in partnership with the setting, continue children's learning at home and offer feedback on progress made. Children develop their imagination through role play, for example when they play in the home corner, or dress up as fire fighters. They build up a clearer understanding of their identity as they stand confidently in front of the mirror admiring the effect of their chosen clothes, or pulling a variety of faces. Children explore different textures such as spiky fir cones in smooth shaving foam. The shaving foam provides opportunities for children to make marks and one child proudly tells a member of staff that she has written in it. They begin to discover a range of sounds in group activities when they talk about the sounds made by a large xylophone.

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 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 received by Ofsted since the previous 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.