

Thatcham Pre-School

Inspection report for early years provision

Unique reference number EY292708
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Inspector Sheena Bankier

Setting address Moorside Youth and Community Centre, Urquhart Road,
Thatcham, Berkshire, RG19 4RE

Telephone number 07831 611145

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

Thatcham Pre-school opened in 1966 and relocated to new premises in 2004. It is registered on the Early Years Register. The pre-school operates from the Moorside Youth and Community Centre in Thatcham and is run by a committee of parents. They have a dedicated room with children's toilets and also have access to the sports hall for indoor physical play. A maximum of 35 children may attend the pre-school at any one time. The pre-school is open in term time each weekday from 09.15 to 11.45 and 12.30 to 15.00 with a lunch club in between. Children have access to an enclosed outdoor play area.

There are currently 67 children in the early years age range on roll. The pre-school is in receipt of funding for the provision of free early education for children who are aged three and four. Children come from the local and surrounding area. The pre-school supports children with learning difficulties and disabilities and children who speak English as an additional language.

The pre-school employs nine members of staff including staff employed for the lunch club. Administration staff are contracted in by the pre-school. Four members of staff working directly with the children hold appropriate early years qualifications including the manager. One member of staff is working towards a recognised early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from making their own choices and decisions from a range of activities and resources. Staff support children well through their interaction. Some aspects of planning, assessment and the learning environment lack sufficient evaluation to extend children's progress further. The premises are secure and assessed for potential risks and hazards by the pre-school. Staff have a sound understanding of their responsibilities to safeguard children.

What steps need to be taken to improve provision further?

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

- plan and resource using evaluation where appropriate to ensure a fully challenging environment in all areas for children's play and learning to be purposefully supported and extended
- extend observation, evaluation and assessment further to help plan for the next steps in learning for individuals and groups of children.

The leadership and management of the early years provision

Staff training is identified and a range of courses are attended. This enables staff to extend and develop their practice. Subsequently this contributes to the smooth running of the setting and benefits the children who attend. The staff team work well together and have a good understanding of their roles and responsibilities. They use self-evaluation appropriately and understand their main strengths and are able to identify areas to develop and improve. The pre-school has considered the recommendations set at the last inspection. Some changes are in place as a result, however, the pre-school has not fully evaluated the steps taken, for example, the displays of children's work are not always effective as they lack clear labelling. This reduces the impact of the learning environment for children.

Children's welfare is safeguarded as staff are confident in their understanding and knowledge of protecting children from harm. Training is sought and staff have clear information to refer to in respect of local procedures and contact numbers.

Effective partnerships with parents, carers and other settings are in place. This contributes to continuity and consistency in meeting children's welfare and learning needs. The pre-school gains good information from parents about children's starting points and care needs. As a result, staff develop a sound understanding of the children's individual needs and are able to provide appropriate support to children as they start at pre-school. Parents and staff communicate well and exchange information at arrival and departure times. Parents are encouraged to participate within the setting, such as, helping at sessions as part of the rota. Children's development records are available to parents and are encouraged to contribute to these.

The quality and standards of the early years provision

Children enjoy their time at pre-school and have good relationships with their peers and adults who work there. Staff provide a warm and welcoming environment. Children are enthusiastic learners, for example, they join in with excitement during a story. Children develop confidence and self-esteem as staff praise and encourage them well. Children's behaviour is generally good and they develop understanding of right and wrong and of caring for their environment, such as, tidying up and recycling. Regular hygiene routines and healthy snacks promote children's understanding of their good health.

Staff provide good interaction with the children at activities. They ask purposeful questions to extend children's thinking and language skills. They extend children's learning and development through discussions and suggestions to children, supporting children in using their own ideas and judgement. Using large skittles staff introduce children to basic addition and subtraction as they count how many skittles they knock down and how many are left. Children develop knowledge and understanding of the world as they take part in activities that widen their understanding and knowledge of their own traditional celebrations and those of other cultures and religions. These include cooking, art and craft activities, dance

and role-play.

Children develop recognition of their own names through named pegs and name cards used for self registration and snack times. Through displayed print, such as, a recipe to make pancakes, children learn that print carries meaning and to follow instructions as they mix the ingredients together. Children independently select resources for junk modelling. They experiment and use their creativity well as they glue, stick and paint their space rockets.

Children benefit from a free flow outdoor area that is in use through most of the session. This enables them to make their own choices and decisions of where they want to play. The older and more able children use their independent skills to find their coats and put these on, some managing the fastenings and staff provide support to the younger children. Some aspects of the learning environment and resources are not always utilised to their full potential. Children's learning and use of their independent skills are reduced at snack time, for example, children are given their bowls, spoons and cups by a member of staff although they spoon cereal into their bowl themselves but due to the size of the jugs need support in pouring milk. The space station set up in the home corner lacks further resources and planning to ensure children experience a fully challenging environment to extend learning more purposefully.

The curriculum is flexible and a new system recently in place ensures it responds to the children's interests, such as, the space theme. On-going observations result in staff having a good understanding of the individual children. These contribute suitably to the planning. Evaluation of the activities, resources and routines at times are not fully effective to extend the learning environment. The short term planning does not use the formal records of children's progress to guide the curriculum. Using these would provide additional guidance in evaluating children's next steps in learning. Children with learning difficulties have their needs met and responded to appropriately. Systems are in place to identify children's needs and to liaise with parents and other professionals. Individual play plans are in place. These identify the necessary support for children to promote their development and progress.

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.	3

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 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.