

Frimley Green Pre School

Inspection report for early years provision

Unique reference number EY300311
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Inspector Hazel Stuart-Buddery / Catherine Hill

Setting address Frimley Community Centre, Balmoral Drive, Frimley,
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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).

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.

Description of the setting

Frimley Green Pre-School has been open since 1979 and moved to its current premises in 2005. It operates from the community centre in Frimley, activities take place within the main hall. There is an enclosed outdoor garden area for outside play. The group serves the local community. There is easy access to the pre-school.

The pre-school are registered to care for a maximum of 26 children and currently 46 children are on roll of which 22 receive nursery education funding. The pre-school are registered on the Early Years Register. Children attend for a variety of sessions. The setting currently supports children with learning difficulties/disabilities and who speak English as an additional language.

The group opens five mornings a week during school term times. Sessions are from 09.30 to 12.30 and from 13.00 to 15.30 on Monday and Wednesday.

Seven members of staff work with the children, four of whom, hold relevant qualifications.

Overall effectiveness of the early years provision

Children in the pre-school are happy and settled, their welfare and learning and development requirements are met well. The pre-school has positive partnerships with parents and outside agencies and promotes inclusive practice within the setting. The manager has systems in place to monitor and evaluate the provision and the self-evaluation clearly identifies the groups key strengths and areas for improvement. Staff regularly attend training to update their knowledge and understanding to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- further improve partnerships with parents to enhance inclusive practice by ensuring policies and procedures are accessible to all
- ensure children's development records are consistently updated to provide a clear picture of their progression towards the early learning goals, with their next steps in learning shared with parents.

The leadership and management of the early years provision

The manager and staff have systems in place to monitor and evaluate the provision. Annual staff appraisals identify key strengths and areas for improvement and professional development is on-going. Most issues from the previous inspection have been fully addressed. The pre-school have completed a detailed

self-evaluation and regularly update it to ensure continuous improvement. Areas for improvements are clearly identified and staff are proactive in putting procedures in place to address them and seek outside help, such as the local authority early years advisors, for support as needed. Parents views are taken on board as part of the groups self-evaluation demonstrating an inclusive practice. Annual written risk assessments and daily checks ensure all children play safely. Good security procedures ensure children cannot leave unattended and unwanted visitors do not gain entry.

The pre-school encourages parents to be involved in their child's learning and complete 'All about me' books sharing information about their child before they start. Most parents complete questionnaires that indicate they are happy with the provision. A full set of policies and procedures underpin the pre-school's practice, although not all are freely or easily accessible to all parents. Formal meetings are held annually and an end of term report informs parents of their child's progress. Children's welfare is safeguarded. Staff have a good knowledge of their responsibilities with regard to child protection and most staff have undertaken training in this area. Effective employment, vetting and on-going suitability checks ensure staff are suitable to work with children.

The quality and standards of the early years provision

Children learn about healthy lifestyles as they talk about what healthy food is during snack time. They sit down together and enjoy the social occasion of chatting between themselves and staff and enjoy fresh fruit prepared for them by the staff. Children enjoy daily opportunities to play outside and get fresh air and have equipment inside to develop their physical skills, such as balancing, jumping and climbing. Children learn about keeping themselves safe as they take part in fire drills, and listen carefully to staff when they explain how to use the equipment safely. Children behave well and are polite and spontaneously thank the drink monitors when they receive their drink. Staff acknowledge children's achievements and give constant praise and encouragement, which children respond well to and display good levels of self-esteem and confidence. Children show pride in what they do as they excitedly tell other children to 'look at me, look at me' as they make spider puppets move.

Children are making good progress towards the early learning goals and have daily opportunities to access activities in all learning areas. They settle quickly on arrival at the setting and immediately engage in activities of their choice. They use their initiative to solve problems and show a strong motivation to learn as they absorb themselves in independent play, for example, as they create collage pictures. They play harmoniously together and amicably share resources. They show consideration for others as they listen attentively to children talking about items they have brought in that day. Staff sensitively support children's learning and use opportunities as they arise during the session to develop children's skills, for example by asking children questions to make them think. Staff efficiently and effectively organise the learning environment so children can move freely from one activity to another, both indoors and outside. Children's work is valued and displayed in the pre-school alongside educational posters to provide a stimulating

surround for children to play in. Staff meet weekly to plan for children's individual learning needs based on ongoing observations of children's achievements and areas for further development. Children's development records, however, are not all clearly or consistently updated to provide a clear picture of their progression towards the early learning goals, and their next steps in learning are not fully shared with parents.

Effective partnerships between parents and outside agencies ensure the needs of all children with learning difficulties and/or disabilities are taken into account and catered for. Children are relaxed and happy and enjoy themselves as they take part in imaginative play. They take dolls for walks around the pre-school and dress up as firemen and pretend to put out imaginary fires. They show a good understanding of the passage of time as they take part in daily calendar activities. They know the first day of the week is Monday and that they are in the month of January. Children recognise written numbers and know that a one and nine together is the number 19. They are confident with numbers and spontaneously count the number of chairs at the table at snack time and the number of shapes on a piece of paper. They competently recognise shapes, such as an oval, diamond and rectangle.

Children learn about the natural world as they take part in gardening activities, planting and growing flowers and vegetables. They learn about similarities and differences through discussion with staff as they play with a variety of play people figures. They develop their knowledge of technology as they use laptops and cameras. Children show an understanding of print carrying meaning as they recognise their name cards on arrival. Resources are clearly labelled to provide a print-rich environment for children, although the pre-school recognise they need to further improve labelling to take into account all children's differing home languages. Children are encouraged to write their names on their work and some confidently do so. Children systematically learn the sounds of letters as there is a weekly focus letter. They practise the sound of the letter and are able to think of words beginning with the same initial letter sound. They thoroughly enjoy physical activities and enthusiastically take part in an indoor obstacle course energetically jumping over low level balance bars and crawling through tunnels.

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 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.