

# Cove Pavilion Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	110253
<b>Inspection date</b>	16/03/2009
<b>Inspector</b>	Catherine Hill
<b>Setting address</b>	Cove Pavilion, Prospect Road, Farnborough, Hampshire, GU14 0DX
<b>Telephone number</b>	01252 370029
<b>Email</b>	
<b>Type of setting</b>	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

Cove Pavilion Pre-School opened in 1966. It operates from a sports pavilion in Farnborough, Hampshire. The pre-school is a committee run community group. The group serves the needs of families in the area and the intake reflects the local community. The pre-school opens five days a week during school term time. Sessions are from 09.00 to 12.00 and 12.45 to 15.45. The afternoon sessions cater for the rising fives.

The group is registered on the Early Years Register. A maximum of 23 children may attend at any one time. Children are usually aged two years nine months before being offered a place. There are currently 54 children on roll. This includes 42 funded children. Children attend for a variety of sessions. The pre-school currently supports children who have learning difficulties and/or disabilities and those who have English as an additional language.

There are three full-time and four part-time staff who work with the children and, of these, five members of staff have level 3 early years qualifications. The manager and the deputy are qualified to level 5 and 4 respectively. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thoroughly enjoy themselves engaging in purposeful play and benefit from the sensitive support of qualified and experienced staff, who are very caring. Management and staff evaluate practice constantly to ensure continual improvement in the outcomes for all children. All children are welcomed and included in the pre-school with written policies in place promoting inclusive practice. Staff have a very good understanding of children's individual needs and consequently provide appropriate support to ensure these needs are met.

## What steps need to be taken to improve provision further?

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

- enhance partnerships with parents by ensuring policies and procedures are freely accessible and by developing the information shared regarding children's starting abilities
- further develop existing procedures for assessing staff's continuing suitability to work with children
- further develop the promotion of inclusive practice, for example, by displaying key word labels around the pre-school environment for all children who speak English as an additional language.

## **The leadership and management of the early years provision**

Staff have an excellent understanding of their roles and responsibilities and work seamlessly together to ensure sessions run smoothly. They effectively organise the pre-school environment to provide a stimulating surround for children's play and learning. Children's work is clearly displayed, for example, their collage dinosaurs and painted snowmen, to show them their efforts are valued and to develop children's sense of ownership of their environment. Children's welfare is safeguarded as staff are confident in the procedures to follow with any child protection concerns. Effective recruitment and induction procedures are in place and all staff are vetted. Continuing suitability checks are carried out at regular intervals, although there is no formal system for assessing suitability between checks. All visitors to the pre-school are recorded and the premises are kept secure with daily recorded safety checks and regular risk assessment records maintained.

A very good partnership with parents contributes to children's well-being while at the pre-school. Some information is shared when children first start, for example about their likes and interests, and parents are kept informed about their child's learning and development through both formal meetings and informally through a daily exchange of information. The pre-school share all their policies and procedures with parents when children start and they are available for parents to see, although they are not freely accessible. The pre-school offer good support to both children and parents and have been proactive in setting up a family support system, with a designated member of staff responsible for providing confidential support and guidance to families. Pre-school staff continually monitor their practice and strive to develop both their own knowledge, through attending relevant training, and the provision for children. They have addressed all recommendations made at the previous inspection and have completed a written self-evaluation identifying areas for further development. When planning for the future they listen to children's views and also seek feedback from parents. Questionnaires completed by parents confirm they like the 'happy, fun atmosphere and the experienced staff' and feel that 'all the children are treated as individuals and cared for in a warm and friendly environment'.

## **The quality and standards of the early years provision**

Children have excellent opportunities to develop their physical skills and healthy bodies whilst at the pre-school. A free-flow system allows children to choose whether they play inside or out in the fresh air. Outside, children rapidly propel themselves around in wheeled toys, jump across number stepping mats and play with balls. Indoors, they very enthusiastically take part in music and movement activities as they follow a Sticky Kids activity session. They giggle and laugh as they kick their feet, stretch their arms and gallop like horses. They play safely and take care as they manoeuvre around others at play. They learn how to keep themselves safe as they take part in regular fire drills. Visitors to the pre-school, such as the police, help children learn about stranger danger and road safety. Children behave very well and play amicably together. They happily share resources and help tidy toys away together. Good manners are encouraged and

praised by staff, who themselves act as positive role models.

Children are making good progress with their learning and development. Staff liaise with outside agencies, as applicable, to support children with learning difficulties and/or disabilities. They work with parents to meet the needs of children who have English as an additional language, for example, by obtaining key words for some children in their dual language. Planning and assessment systems have been introduced to link to the requirements of the Early Years Foundation Stage and these are continually being developed and refined to provide detailed records of children's progress. Staff plan a continuous provision for children which allows them to develop in all skill areas daily through a balance of adult directed and child initiated play. Children settle happily and quickly into the daily session. They show a strong motivation to learn as they actively engage in exploring the play possibilities of the wide variety of toys and resources accessible to them. They explore both man made and natural resources outside, building a 'camp fire' with sticks and stones. They excitedly look for mini-beasts to examine through magnifying lenses and absorb themselves in digging in soil to see what may be buried within. They learn about the natural world through visitors to the pre-school who bring with them, for example, farm animals and reptiles.

Children are confident and sociable and talk freely about events in their own lives. They respond positively to the genuine interest taken in them by staff and sit happily as staff read them a book about princesses. Children's interest in literature is fostered as they visit the mobile library and choose books to look at. They have fun reinforcing their counting and number recognition skills outside. Staff encourage children to match number cones to the numbers on stepping mats and then to arrange the mats in number sequence. Staff use questions throughout play to encourage children to think and to predict the outcomes of some of their games. Children enjoy themselves at the pre-school and are familiar with group routines. For example, they eagerly wait to sing the 'hello' song after registration and enthusiastically sing whilst carrying out the actions to the words at the same time.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.