

# Eldene Pre School

Inspection report for early years provision

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**Unique reference number** 507879  
**Inspection date** 04/06/2009  
**Inspector** Charlotte Jenkin

**Setting address** Eldene Centre, Swindon, Wiltshire, SN3 3RZ

**Telephone number** 01793 488802

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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 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

Eldene Pre-School opened in 1979. It is managed by a voluntary committee of parents. The provider is on the Early Years Register. It operates from two rooms within the Eldene Community Centre. All children share access to a secure, enclosed outdoor play area. There is access for wheelchairs into the building and a toilet for the disabled. The group opens five days a week during school term-time. Sessions are from 09.00 until 11.30 and 12.45 until 15.15 each weekday. In addition, the group offers a lunch club. A maximum of 53 children aged from two to five years may attend the provision at any one time.

There are currently 71 children on roll. Of these, 52 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school employs nine staff to work with the children. Of these, six hold early years qualifications and two are working towards an early years qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children generally enjoy their time in the pre-school. They are encouraged to participate in activities and to play with and respect one another. Adults are warm and caring towards the children and know their individual backgrounds and needs well. The environment is, therefore, mainly inclusive helping all children make satisfactory progress towards the early learning goals. The setting has the capacity to improve and has demonstrated this through improvements made since the last inspection.

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

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

- continue to develop adults understanding of how to encourage children's thinking and learning through questioning and facilitating discussions
- continue to develop observations of all children to ensure these are carried out regularly and cover all six areas of learning. Ensure children with learning disabilities and/or difficulties are regularly observed in order that adults reflect on their progress and monitor their achievements
- ensure that children with behavioural difficulties are fully supported in their play to promote their concentration skills and their participation in activities with other children
- ensure the register of children's attendance is kept up to date as children enter and leave the provision
- develop the learning environment to reflect the diversity of the languages used by the children attending the setting

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

Children are cared for by a suitable and appropriately qualified staff team. Recruitment procedures are effective in ensuring adults are suitable to work with children and induction enables adults to carry out their day to day duties in the setting. The committee are supportive of the adults working in the pre-school and ensure they are able to access frequent training and development opportunities. All required documentation is kept on premises and this is stored securely and is readily available for inspection. The registration system is not currently well-organised to ensure children are signed in and out as they enter and leave the building during busy times. This puts their welfare at risk in the event of an emergency arising. Risk assessments are carried out daily and these are effective in identifying and minimising risks to the children. Adults are aware of their roles in safeguarding children and have an up to date knowledge of child protection issues and the procedures to follow in the event of concerns. All required information is gained from parents regarding children's individual backgrounds and routines and this enables adults to cater for their needs during the session. Parents receive regular newsletters informing them of current learning themes and activities their children will be involved in. They are also invited to stay and play with their children on a weekly basis in order that they may view their child's play and learning in progress, encouraging them to be involved in the pre-school. They are invited to view their child's assessment records and to contribute their child's achievements outside of the provision to these. Adults attend regular training to support their professional development. This has enabled them to implement new ideas into their practice and, hence, enhance their learning experiences. These improvements mean children now concentrate and enjoy story time more as adults have introduced visual aids and props for reading stories to them. The setting has the capacity to improve and has demonstrated this through improvements made since the last inspection. Most safety issues have been addressed and risk assessments have been made more effective, hence, this has greatly reduced risks to the children. Some outstanding issues regarding the safety of the iron fencing have been temporarily made safe whilst the pre-school await permanent repairs from the owners of the building. Adults evaluate their practice and identify future areas for developments. They act on advice from the early years team and make ongoing improvements that have a positive impact on outcomes for children. These include ensuring observations of children are undertaken in all six areas of learning and creating a sun canopy to enable children to be in the outdoor learning environment at any time of the day.

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

Children enjoy their time in the provision and are keen to participate in activities, including weaving paper, cutting and sticking. They confidently access the craft table and participate in a weaving activity. Children use scissors to cut strips of paper and develop skills with regard to their hand to eye co-ordination as they weave the strips in and out of paper slits. They are encouraged to use writing for real purposes, and when they have finished their work more able children label these and form recognisable letters. Children demonstrate pride in their

achievements, being keen to share these with adults and peers as they say 'Look what I have done'. Children show interest in books, sitting down looking at them, turning the pages and talking about the pictures. Outside, one child holds a book towards her peers and reads them a story, re-telling the story of 'Goldilocks and the three bears' in her own words. Children engage in role play and use their imagination well as they find and make resources to support their play further. When playing with the dinosaurs, one child takes a box and decorates it with crepe paper to make a cave for them to live in. Children explore quantity as they fill up and empty various containers. They then pour the water down a pipe and see what happens to it, telling their peers to 'Tip it down there it will be fun'. Children are enthusiastic when dancing to music, moving their bodies to the rhythm and joining in with actions to 'Dancing Queen', as they clap their hands and turn their bodies around. Children show interest in counting and numbers and independently count from 1-10 during their play. They show interest in objects and how things work, as they ask about the computer and explain how their 'Nintendo DS' works. Children have regular opportunities to talk about their feelings and this helps them begin to recognise how their actions and those of others make them feel. Children have access to a suitable range of activities that help them make satisfactory progress towards the early learning goals. They begin to develop independence and initiate their own play and learning, are creative and demonstrate a positive attitude towards their learning. Adults interact well with the children and engage them in conversations and show interest in what they say. They sit with the children during their play and help them learn new skills demonstrating, for example, how to weave the paper in and out. However, they are not fully confident in supporting and encouraging children's thinking skills through questioning and discussions during activities. Adults undertake some observations of the children at play and these are linked to the planning system to help children move on to the next steps in their learning. However, these are not regular and consistent to show all children's progress throughout their time in the setting. Children with learning disabilities and/or difficulties and those for whom English is an additional language are supported appropriately in the setting. Adults liaise closely with other professionals and work to individual plans. These are not, though, fully supported with regular observations to monitor and review children's progress.

Children play in suitably organised premises where there are displays of the children's work around to help them feel a part of the group. They have access to a wide range of toys and equipment that help support their development in all areas. These are stored at low-level, are labelled both with words and pictures, and children are encouraged to choose those they wish to play with. This helps promote children's confidence and independence. The environment is organised into learning areas and this helps children make choices with regard to the activities they wish to participate in. However, the environment does not reflect the diversity of the children attending to celebrate other languages used by them. The outdoor environment is well-organised to offer children various activities in most curriculum areas. Children have regular opportunities for fresh air and exercise. In the outdoor area children show a good awareness of space, themselves and others as they run and skip around. Children climb up the ladders and slide down the slide with ease. They develop skills in throwing, catching and retrieving objects and all join in with the parachute game, lifting it high and low

and running underneath it. Children are encouraged to develop a positive attitude towards healthy eating through the nutritious snacks they enjoy in the provision. They participate in food tasting activities where adults talk to the children about the foods that are good for their bodies. Children are encouraged to make healthy choices and when drawing pictures of their favourite foods they often draw fruits and vegetables. Children are encouraged to learn how to use tools safely, with adults reminding them how to hold the scissors so they do not hurt themselves or others. Then children show their peers how to carry the scissors safely and all the children then practice together. Children's behaviour is mainly good. Adults role model politeness and respect to the children and this helps them learn right from wrong. However, children with more challenging behaviour are not always supported appropriately in order that they are engaged in activities that they find interesting, rather than disrupting other children.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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