

Clanfield Community Pre-School

Inspection report for early years provision

Unique reference number EY332187
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Inspector Beryl Richmond

Setting address Petersgate Infant School, Green Lane, Clanfield,
Waterlooville, Hampshire, PO8 0JU
Telephone number 02392 593950
Email adminoffice@petersgate-inf.hants.sch.uk
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Clanfield Community Pre-school has been operating since 1992 and is currently located within the grounds of Petersgate Infant School in Clanfield. It serves mainly the local community. The pre-school operates from one room in a purpose built unit with a secure outside play area and has shared use of specific areas in Petersgate Infant School. The pre-school is open during term time only and children can attend sessions between 09:00 and 15:00. There are 56 children on roll and 41 children receive funding for nursery places. There are 11 members of staff and five staff work with the children every day. The majority of staff are qualified in early years childcare and others are working towards a qualification. The pre-school is run by a committee and supported by the local early years department of Hampshire Local Authority. Clanfield Community Pre-school is on the Early Years Register and on the compulsory and voluntary Childcare Registers.

Overall effectiveness of the early years provision

Clanfield Community Pre-school provides a good education for its children enabling them to make good progress in their learning and development. Arrangements to ensure children's welfare and safety are outstanding and the staff provide excellent support that caters very well for their emotional development. Because of good partnerships with parents and friendly encouragement from staff, children settle happily and are fully included in activities. Leadership and management are good. The preschool has improved well since the last inspection and there is a strong commitment to continuous improvement. The capacity to improve further is good.

What steps need to be taken to improve provision further?

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

- improve the way that self-evaluation information is recorded so that the work of the pre-school is expressed in terms of its impact on children's personal development and achievement
- improve the outdoor area so that it has large equipment to improve the children's physical development and a cover so that children can play and learn whatever the weather.

The leadership and management of the early years provision

The staff team have addressed well the welfare points for improvement recommended in the last inspection report. In order to safeguard children, all legally required policies and procedures are in place and risk assessments are carried out very effectively. Children are supervised very well. Very thorough checks are made on the suitability of staff to work with the children and all staff have to complete a six-month probationary period of employment. Accident books and medication details are very well documented. The last inspection reported that

the pre-school was also asked to monitor the observation and assessment system to ensure its effectiveness in showing children's individual progress. There are now good records in place that collate together information from ongoing and planned assessments to build up a complete picture of what a child knows and can do. Key workers use this information well to plan the next steps in each child's learning. The staff recognise that they need to develop good relationships with parents further to involve them in early assessments when children start at the pre-school. This is in hand. The setting is welcoming to all children and the staff understand their needs well. However, there are limited resources available to the children to enable them to learn about life in diverse British society. Staff evaluate daily the success of what they have provided for the children and they take account of children's interests as they emerge during the week. Because of the good and improving provision, it is clear that self-evaluation has been effective. However, its impact on children's achievement is not always expressed clearly enough in the pre-school's self-evaluation form. Despite this, a good start has been made recording the impact of the pre-school's work on children's personal development. There is scope to build on this in order to help the staff evaluate the impact of the pre-school's work on children's academic progress.

The quality and standards of the early years provision

The indoor area is relatively spacious and very well organised and resourced so that children can move around easily and access resources well. The adjacent outdoor area is also well resourced with smaller equipment but lacks larger equipment for the children to climb, explore and develop their spatial awareness and physical skills. It also lacks a cover, which restricts its use for play and learning in all areas of the curriculum during bad weather. Children benefit from the use of the school hall of the adjacent infant school so that they can enjoy physical activities and develop personal skills, like taking turns and respecting each other. For example, they all enjoyed playing a running game because staff know the children well, and encourage the children to have fun cooperating and playing in large spaces. Staff have a consistent approach to modelling and reinforcing good behaviour that enables the children to stay safe and healthy. Children know about washing their hands before eating food and they are developing good habits. For example, they choose to have their healthy snack when they are ready and afterwards wash up their plate and cup. There is an excellent focus on developing children's social skills, such as listening to others and greeting each other in the morning politely using the other person's name. Relationships are excellent and staff interact very well with children by questioning and encouraging them, particularly on a one-to-one basis. Children have good opportunities to develop language skills through role-play, for example, when staff show them how to make a telephone call and then the children are able to do this for themselves.

Weekly planning has an overall theme related to one area of learning, for example, transport, to develop children's knowledge and understanding of the world. All other areas of the curriculum are linked to this theme. Because of this, learning is meaningful for the children and their interests are also well catered for. Sufficient challenge is planned for all the children by their key workers. Individual records are kept of children's achievements but these are not always used to collate

assessment information that identifies the weaker and stronger aspects of children's progress and performance.

Satisfactory opportunities are taken to develop counting skills, for example, at register time. Children join in enthusiastically. They have their own name cards so have good regular opportunities to recognise how their name is spelt. They are encouraged to become independent very well, for example, by self-registering themselves when they arrive by taking their name card and sticking it onto their tray.

The pre-school is a very happy and successful learning environment because the children's contributions are valued and they respond with very good behaviour, and a willingness to participate and help others. Children are developing well the skills they need to become successful learners because they have the confidence to join in with activities and are encouraged to become curious and enquiring.

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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.