

Netley Abbey Pre-school

Inspection report for early years provision

Unique reference number EY379201
Inspection date 27/01/2009
Inspector Beryl Richmond

Setting address Netley Abbey Infant School, Westwood Road, Netley
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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).

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

Netley Abbey Pre-school is newly registered and from January 2009 has operated from Netley Abbey Infant School. The provision is open from 8.45 to 11.45 in the morning and 12.15 to 3.15 in the afternoon, term time only. It has the use of a classroom with adjacent toilets and a fully enclosed garden area and is easily accessible. It also has access to the library, playground and hall within the infant school. It welcomes all children, including those with learning difficulties and disabilities, and mainly serves the local area. It is registered to care for twenty-four children at any one time under the age of 8 years, with no more than 20 children being in the Early Years Foundation Stage age group. There are 41 children on roll, all of whom are in the Early Years Foundation Stage age group. 31 of these children are funded for nursery education. The setting is part of the Pathfinder Scheme and is able to offer 15 hours of funded nursery education each week. Four staff work with the children full time, 2 of whom have level three childcare qualifications and 2 of whom have level 2 qualifications and are working towards level 3. The pre-school is on the Early Years Register and the Compulsory and Voluntary Childcare Registers.

Overall effectiveness of the early years provision

The recently opened Netley Abbey Pre-school provides satisfactory education for its children enabling them to make satisfactory progress in their learning and development. Arrangements to ensure children's safety and welfare are good and staff provide well for their emotional development. Because of good relationships with families who attend, children settle happily and enjoy their time in pre-school. The pre-school has not yet evaluated its performance. Capacity to improve is satisfactory because all the staff are experienced and either have level 3 early years qualifications or are working towards achieving them.

What steps need to be taken to improve provision further?

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

- evaluate rigorously the impact of the pre-school's provision on children's personal development and well-being and achievement to identify strengths and areas for improvement
- improve planning to ensure that it meets the needs of each child and has full regard to the EYFS curriculum.

The leadership and management of the early years provision

In order to safeguard children, all legally required policies and procedures are in place and risk assessments are carried out effectively. Children are supervised very well. Thorough checks are made on the suitability of staff to work with the children. Accident books and medication details are documented well. There are

satisfactory records in place that collate together information from ongoing and planned assessment to build up a complete picture of what a child knows and can do. However, it is not apparent in planning how this information is used to meet the needs of individual children. Planning overall lacks rigour and does not make explicit links to the Early Years Foundation Stage (EYFS) curriculum. Arrangements for children to become independent by being able to select resources and look after themselves are good. The setting is welcoming to all children and staff know the children well. Relationships with parents are good as are relationships with Netley Abbey Infant School. As yet roles and responsibilities in the new setting are not clearly identified. The main priority for the team has been to establish successfully the new pre-school, which they have achieved. Self-evaluation is not yet clearly established. Some self-evaluation has taken place and, as a result, the team has recognised that further training in the new EYFS curriculum is needed and this has been arranged.

The quality and standards of the early years provision

There are good displays to celebrate children's learning. For example, in order to learn the names of the different colours, children have been painting using the most common colours. Displays support satisfactorily children's understanding of diverse British society. The indoor area is bright, colourful and well organised and resourced. Children can move around easily and access resources well. The adjacent outdoor area is small and less well resourced and lacks a cover. This means that children cannot learn and play in all areas of the curriculum in bad weather. However, because the pre-school has the use of the infant school hall, children can always enjoy physical activities. There is a consistent approach to modelling and reinforcing good behaviour that enables children to stay safe and healthy. Children know about washing their hands before eating food and are generally developing good habits. They can eat their healthy snack when they are ready so that their play and learning is not unnecessarily interrupted. Children love listening to stories and this is made a fun experience for them as staff sit with them on the carpet and make sure all children are included, can see the pictures in the story book and can ask questions. This has a positive impact on their speaking and listening skills and enjoyment of stories.

Even though the main focus at present is on settling the children happily into the pre-school, planning lacks sufficient rigour and explicit links to the EYFS curriculum. In practice the activities that the children enjoy are appropriate for their ages and are well resourced. For example, children develop fine motor skills by modelling with play dough and by painting. They develop language skills and their imagination by playing with toys like model houses and figures. Staff give the children good support and role model situations well. However, it is not clear how the curriculum will be fully covered over time and how the needs of individual children will be met. Assessment information is generally recorded well and good use is made of photographic evidence.

Relationships are good. Staff are encouraging and interact well with the children. They effectively allow the children to follow their own curiosity and interests. Children play their part in the smooth running of the setting by behaving and

cooperating well and by being kind to each other. Children are making good progress in their personal development. However due to the lack of rigorous planning, children's achievement and preparation for the next stage of learning are satisfactory.

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?	3
How well does the provision promote inclusive practice?	3
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?	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?	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?	3
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?	3
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?	3

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 registration.

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.