

Oliver's Battery Pre-School

Inspection report for early years provision

Unique reference number	110494
Inspection date	10/02/2009
Inspector	Helen Griffiths
Setting address	Oliver's Battery Primary School, Austen Avenue, Winchester, Hampshire, SO22 4HP
Telephone number	07941796958
Email	
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).

Description of the setting

Oliver's Battery Pre-School opened in 1999 and operates from a log cabin in the grounds of Oliver's Battery Primary School, Winchester. A maximum of 18 children may attend the setting at any one time. The setting is open from 09:00 to 11:45, Monday to Thursday, and from 09:00 to 12:45 on Fridays when children attend the lunch club. As numbers increase, the setting is also open from 12:50 to 15:20 on some afternoons. All children share access to a secure enclosed outdoor play area. There are currently 28 children aged from two to under five years on roll. Of these, 20 children receive funding for early education. Children primarily come from the local area. The setting is able to support children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The setting employs five members of staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's needs are met very well and they thoroughly enjoy their time in the setting. Excellent learning opportunities help to meet the needs of all children and keep them actively engaged.

The capacity to maintain continuous improvement is excellent because of rigorous monitoring of children's progress and of their activities to ensure that these meet children's needs.

The provision promotes inclusive practice through effective policies and procedures, which ensure that any need for additional support is identified early. Adults are sensitive to the differing needs of children in the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the outdoor area to offer a wider range of activities in the early years curriculum

The leadership and management of the early years provision

Those in charge are very well focused in helping all children (including those with learning difficulties or disabilities) to make excellent progress in their learning and development and in promoting their welfare. The quality of self-evaluation is excellent: through the Reflections Book, regular reviews, self-assessment meetings and through the monitoring of the Pre-School Learning Alliance, they have identified strengths in their provision and, thanks to early planning, were very well

placed to implement the early years curriculum earlier this year.

They have made improvements in their partnership with parents, for example, through the introduction of 'Stay and Play' activities. The setting runs very smoothly on a day to day basis. Constant reviews by the leadership ensure that resources are plentiful, well used and adapted well to children's needs. Vetting and safeguarding procedures are excellent. Children feel safe and secure.

Excellent links are in place with parents, through termly reviews and handover meetings. The setting uses the skills of its parents very well: for example, a Chinese parent visited to help children celebrate Chinese New Year and write in Chinese characters. Excellent links are in place with the school near which the setting is based and with the local church.

The quality and standards of the early years provision

The setting supports children's learning outstandingly well, through structured play, independent sessions and outdoor activities, although the latter are currently limited by the lack of a protective canopy. These include very good opportunities for children to work and play together. Noteworthy features are the use of the hall in the nearby school for physical education and of its grounds, for example during the recent snow, and for investigating plants and mini-beasts.

In all these structured sessions and other activities, children's learning and development are recorded meticulously and extensively. Profiles of children are completed in partnership with parents on the children's entry to the setting. All sessions are carefully recorded, monitored and evaluated and evaluations help staff plan activities. Each term, staff record reviews in children's Records of Development and these are shared with parents. Records track children's welfare very well. Adults very effectively help children to enjoy their learning and to work independently, as well as with each other.

Children understand the importance of healthy eating and good hygiene through healthy snacks at break time and the importance of basic routines such as washing their hands before eating. Procedures to safeguard children are excellent and those in charge work very well with others to ensure that children's needs are met. Children's learning and development, in relation to their physical, social and emotional development are excellent, for example, through the setting's rules, 'Listen, be kind, share and help'. Children play very well together and are very happy to talk to visitors. All children have the opportunity to play supervised games outside and these activities help children to make very good progress in basic learning and social skills.

Children feel very well supported and cared for and clearly enjoy their sessions. The ratio of adults to children is very good. There is a strong bond of trust between children and adults and a warm, friendly and welcoming atmosphere. This safe and very supportive environment helps children to thrive.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
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?	1

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.