

All Aboard Pre-School

Inspection report for early years provision

Unique reference number	EY253150
Inspection date	23/06/2009
Inspector	Michelle Ann Parham
Setting address	70 The Ridings, Portsmouth, Hampshire, PO2 0UF
Telephone number	07986 630515
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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).

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

All Aboard Pre-School registered in 2003. It is a registered Limited Company and operates from a scout hall in the Gatcombe Park area of Hilsea in Portsmouth. Children attend from the local community and surrounding areas, and the pre-school is registered to provide care for 24 children in the early years age range. There are two steps to enter the premises and one step to the toileting area. There are currently 41 children on roll in the early years age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are systems in place to support children who have learning difficulties and/or disabilities and those who have English as an additional language. The pre-school operates term time Monday to Wednesday 09:15 to 12:45 and Thursday and Friday 09:15 to 15:15. There are six practitioners working directly with children, of which four have appropriate early years qualifications and two members of staff are currently working towards a qualification. The pre-school promotes the High Scope method for children's learning and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Commitment to continuous improvement through regular review, further training, evaluation and parental consultation contributes to practitioners having excellent awareness of what is being done well and areas for development. Children are very happy at the pre-school and active participants. They are extremely well supported as the setting operates an exemplary high staff/child ratio which contributes to children making very good progress in their learning and ensuring all welfare requirements are well met. Practitioners have good knowledge of each child's individual needs; they value diversity and are highly effective in ensuring inclusive practice.

What steps need to be taken to improve provision further?

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

- continue to develop partnership working, for example with other preschool key persons, to ensure good sharing of information of key learning objectives to plan for children's progress and development

The leadership and management of the early years provision

Practitioners have clear direction and are secure in their roles and responsibilities. They have good working knowledge of the Early Years Foundation Stage which ensures the welfare of children and provides a well balanced curriculum. Practitioners work highly effectively as a team and have excellent guidance and mentoring from the proprietor of the setting who has an active role in the group.

Deployment of staff is effective to ensure children are well supported in their area of play and learning intentions are clearly defined for focus activities to promote continuous development. The proprietor and practitioners are highly committed to the development of the setting and outcomes for children. Comprehensive self-evaluation and weekly staff meetings contribute to changes implemented, often with immediate effect to ensure continuous evolution and improvement.

Partnership with parents is a very strong element within the setting and parents/carers are welcomed for their contributions and involvement such as coming in to help with snack time or to talk to the children about their profession. Their views are also actively sought via means such as general discussion, questionnaires and a suggestion box in the entrance hall. Effective links within the community, local schools and other agencies promote excellent partnership working for the benefit of all children and in particular those who may have additional needs. However, some links with other pre-schools have not been yet fully established to share targets for children's learning and progress.

All documentation and policies are maintained to a high standard. Robust recruitment and vetting procedures ensure all adults are suitable to work with children and systems in place consistently promote safety and safeguarding. For example, incidents and existing injuries are accurately documented and concerns shared with the relevant agency to ensure the protection of children. Children have very good opportunities to learn how to keep safe as they practise road safety as they walk to the local school grounds or through topics such as 'People who help us' where community workers/parents such as postman, nurse, soldier and firemen visit the setting. High Scope techniques and 'golden rules' contribute to children learning acceptable behaviour for their own and others safety, helping children to resolve conflict and disputes amicably which has a positive impact on their social skills and relationships with others. Comprehensive risk assessments are systematically completed ensuring all safety measures are in place.

The quality and standards of the early years provision

Practitioners are highly effective at providing a very well resourced and organised environment within the constraints of the premises. Resources are easily identifiable for children to explore and investigate their own choice of play, therefore, developing responsibility and independence. Independence is further encouraged with children developing important self-care skills such as pouring drinks and buttering toast at snack time developing confidence in their own abilities. Children are secure at the pre-school and any small upsets on arrival are handled sensitively by practitioners to ensure children are very well settled and happy to join in activities. They have excellent opportunities to recognise their own name as they self-register on arrival. They also take responsibility for choosing their own play once again and developing confidence as they share their experiences later with their key group. Children also gain very good understanding that text has meaning through a wealth of print displayed around the setting and good use of time lines which helps all children have an understanding of routines and feel secure. Children problem solve using stacking resources and enjoy working out the marble run or how puzzles fit together. They gain a good

understanding of counting and numbers, and practitioners work closely with parents to share targets providing guidance and additional resources to take home to help consolidate learning such as laminated rocket numbers. Children have wonderful activities that promote knowledge and understanding such as following lifecycles of real caterpillars until they turn into butterflies and are set free. A dedicated finding out area provides lots of opportunities to explore and investigate with magnifying glasses, clocks, binoculars and texture boards. Practitioners also provide opportunities to plant fruits and vegetables which children care for, compare and learn about growing, and enjoy eating them, such as jacket potatoes and tomatoes. Healthy eating is very well promoted with children enjoying varied fresh and dried fruits, savoury snacks, milk and water. Children particularly thrive on special tasks such as being the daily designated helper. Being healthy is highly promoted and children benefit from learning very good personal care routines such as regular hand washing and teeth brushing and why it is important. They have planned physical play on a daily basis, making very good use of the local schools outdoor facilities and particularly enjoying action CDs, such as Sticky Kids and Boogie Mites. Creativity is explored through music and dance, and also good use of the dedicated role play area and wealth of imaginative play resources. Children excitedly show their gingerbread superhero they have made at the craft table and explain how he flies and saves others, and enjoy free painting at the easel or opportunities to marble and butterfly print. Children develop important skills for their future economic well-being and thoroughly enjoy use of the computer and the excellent selection of educational programmes that promote prediction, size, colour, counting, listening skills and patterns.

Practitioner's actively seek children's input and put in place additional resources whenever requested such as more balloons for outdoor play and to take bubbles with them when they go on a walk, evidencing how they are important and truly valued. They display lovely, warm, friendly interaction with children which has a huge positive impact on building relationships and learning. For example, as they use effective questioning, allow children time to think and respond and take a genuine interest in what children say and do. Children thrive in this environment where they are fully supported and actively encouraged to enjoy and fulfil their potential.

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

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Annex B: the Childcare Register

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