

# Lordswood Community Centre Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	131542
<b>Inspection date</b>	05/06/2009
<b>Inspector</b>	Lisa Jane Cupples
<b>Setting address</b>	Sandpiper Road, Lordswood, Southampton, Hampshire, SO16 8FD
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<b>Type of setting</b>	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).

## Description of the setting

Lordswood Community Pre-School is a committee run group which opened in 1982. It operates from an easily accessible, purpose built building in Lordswood, a residential area of Southampton. There is a large main hall and a small hall, a kitchen area and toileting facilities in the building. A maximum of 24 children may attend the pre-school at any-one time. The pre-school is open on Monday from 09.00 to 12.00, on Tuesday, Wednesday and Thursday from 09.00 to 15.00, which includes a lunch club and then on Friday from 09:00 to 13:30, with an optional lunch club. Children attend for a variety of sessions and all children have access to an enclosed outdoor play area.

The pre-school is registered to provide care for a maximum of 24 children in the early years age range at any one time on the Early Years Register. There are currently 39 children in the early years age range on roll. Children come from the local catchment area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs a qualified supervisor who is responsible for the day to day running of the group. In addition, six staff work directly with the children, four of whom are qualified.

## Overall effectiveness of the early years provision

The quality of the provision is good. All children are making good progress towards the early learning goals in all six areas. Children are happy and settled during their time at the pre-school because staff implement the clear policies and procedures well to promote the children's welfare successfully. Staff continually attend training to update their knowledge and skills and the overall practice of the setting is evaluated effectively, ensuring the pre-school continues to develop and grow for the benefit of all children who attend.

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

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

- further develop procedures to share information between staff to ensure everyone is aware of the children's next learning steps, enabling all staff to fully support and extend the children's learning at every opportunity
- continue to develop the vetting procedures, by improving the health declarations to ensure all staff and future applicants are medically suitable to work with the children, helping to safeguard the children who attend.

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

The pre-school has made good progress since the last inspection and all previous recommendations have been addressed. For example, staff have implemented new routines to ensure all children are encouraged to wash their hands at appropriate times, helping to prevent the possible spread of infection. Staff are skilled at monitoring and evaluating the day-to-day management of the setting. For example, the lay out of the main hall and the accessibility of resources has improved, enabling children to increase their independence and decision making skills. Consequently, children initiate more learning opportunities as they benefit from the good organisation of the continuous provision, both inside and outside.

Partnership with parents is strong and staff seek their views and involve them in the setting as much as possible. For example, parents have helped the staff to develop the multi-lingual labelling around the setting to ensure all children's home languages are valued in the learning environment. Parents are made to feel welcome at any time and questionnaires are used to gain feedback, comments and suggestions from them. As a result, procedures are often adapted, for example, the session times have changed to allow parents to bring their children earlier and a lunch time club has been set up. Communication is good and parents are able to speak to the children's key person at any time and during the planned progress meetings every half term. Parents have access to their children's records and are able to make written contributions about their children's learning at the pre-school and at home.

Comprehensive written risk assessments are carried out to ensure the pre-school is safe and secure and the policies and procedures are reviewed regularly to ensure they accurately reflect practice in the pre-school. All staff have a clear understanding of child protection procedures and would recognise the possible signs and symptoms of abuse. All concerns, incidents and pre-existing injuries are recorded, helping to safeguard the children. All visitors to the setting are required to sign in and out, ensuring a full record of everyone coming into contact with the children is maintained at all times. Sound recruitment and vetting procedures are in place. However, the current information regarding health declarations is very basic, limiting the management committee's ability to effectively assess the current or ongoing medical suitability of staff and/or new recruits.

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

All children have access to an extensive range of activities and experiences through the well-balanced, planned curriculum that covers all six areas of learning. The children's allocated key people have a very clear understanding of the children's individual needs and their next learning steps. However, this information is not always shared with other staff. As a result, some learning opportunities are missed and children's learning is not always effectively extended because staff are not aware of what the other key people's children are working towards. Children show high levels of independence as they self-select resources and initiate their own play, suggesting ideas and sharing their thoughts openly and confidently in

large group activities. Children benefit from the use of the outdoor play area on a daily basis. Staff set up activities to fully promote all areas of learning and children are able to free-flow in and out as they choose, collecting more resources from inside to extend their own ideas. For example, children find some woodlice at the foot of a tree and quickly go inside to get some bug boxes. A member of staff helps them to find some more mini-beasts and they look at them through the magnifying glasses, talking about the similarities and differences. Children's physical development is promoted well as they ride wheeled toys with good coordination and control, practise balancing and play racing games on the grassed area. Children's imaginations are promoted successfully through a wide range of activities and resources. For example, children are able to use miniature world resources and create stories and characters as they set up villages and farms. They negotiate roles and dress up in the home corner and can access art materials to create their own ideas throughout the sessions. Children use tools, such as, scissors with skill, cutting straight lines and beginning to cut curves and shapes. Staff support the children well, talking about the different patterns the scissors make and what shapes they are cutting out. Children count at every opportunity, for example, they count how many skips they can do and recognise numerals as they point to the numbers that match how old they are on the floor mats outside. They are encouraged to problem solve as they figure out the easiest way to quickly fill the large bucket in the sand tray, they look at the different resources and decide whether the cups or the big shovels will work best. Staff watch as the children work together to fill the bucket and then talk about how the bucket gets heavier as more sand goes in. Children have great fun during their time in the setting and are supported well by the whole staff team.

Children celebrate a wide range of festivals from around the world, such as, Chinese New Year, Eid and Divali. Staff come from diverse cultural backgrounds and their knowledge and understanding of festivals is used effectively to fully promote the children's understanding of other cultures and beliefs through access to multicultural resources and images and age/stage appropriate planned topics and themes. Children are beginning to learn the importance of healthy eating through the provision of fresh fruit and vegetables at snack time. Staff talk with the children about the type of food that is good for them. Parents are encouraged to supply healthy options in the children's lunch boxes in line with the pre-school policy and to help develop their children's understanding and prepare them for school. Children behave well because staff implement the clear rules and boundaries consistently. Children are engaged and fully occupied during their time in the group, which has a very positive effect on their behaviour. Staff recognise the children's efforts and reward them with praise and encouragement, building the children's confidence and self-esteem well. Children learn the importance of keeping themselves safe through routines and discussions. For example, they know they must not run in the hall and they practise regular fire drills to ensure they all know what to do in an emergency.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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?	2

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