

Impstone Pre-school

Inspection report for early years provision

Unique reference number 507838
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Inspector Loraine Wardlaw

Setting address Pamber Heath Memorial Hall, Pamber Heath Road, Pamber Heath, Tadley, Basingstoke, Hampshire, RG26 3TQ
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Impstone Pre-School, opened in 1989 and operates from Pamber Heath Memorial Hall, in Tadley near Basingstoke. The pre-school use the main hall, the kitchen and toilets of the single storey community building. It is run by a voluntary management committee. Children have access to their own, fenced, outside play area.

The pre-school is registered on the Early Years Register for 26 children from two to five years of age. There are currently 32 children on roll, some of whom receive funding for nursery education.

The pre-school is open from 09.15 to 12.15 on a Monday to Friday during term time with children having the option to stay for lunch club until 13.00 on Monday, Tuesday and Wednesday. The pre-school is able to support children with learning difficulties and English as an additional language.

The pre-school employs six members of staff. Four of the staff, including the managers hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have an enjoyable time in the welcoming and safe environment where staff have a sound understanding of how to meet their welfare and learning needs. A particular strength of the group is how effectively it works with outside agencies to offer an inclusive setting, particularly for those children with learning difficulties. Staff are caring and sympathetic towards children but their interactions often lack challenge to extend and build on children's knowledge and skills. Sound systems are in place to evaluate the setting's strengths and areas for improvement but the length of time it takes for the development areas to be implemented is having an impact on the overall quality of the provision.

What steps need to be taken to improve provision further?

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

- improve the quality of adult-led activities through effective planning and resourcing building on individual children skills and knowledge
- ensure staff consistently assess all children in conjunction with the EYFS development matters, across all aspects and areas of learning, identifying and implementing their next steps through an effective system
- further develop an enabling environment for children which is rich in play and learning opportunities particularly in mark making, problem solving reasoning and numeracy and use of technology
- improve links with parents and other providers attended by the children to fully complement each other and work together on children's learning and development
- keep a record of existing injuries

The leadership and management of the early years provision

Each session staff physically work hard to set up a safe environment in which children can play happily and make choices; staff have improved the environment since the last inspection by introducing child accessible units and colourful canopies to make the hall inviting to children. However, further development of the learning environment is needed to successfully raise the quality of children's learning and aid their developmental progress towards all the early learning goals. Sound policies and procedures are in place which staff follow, but these are not personalised to the setting. Documentation is complete and mostly up-to-date with the exception of the existing injuries record. The managers and staff evaluate the pre-school through various systems; the local authority toolkit and the Ofsted online self-evaluation form. The managers are self-aware of the improvements needed to raise the quality of the provision, such as implementing a good system to observe and assess children's learning and development, planning and implementing their next learning steps but this is not scheduled until the end of term. Managers and staff have attended a few training courses to develop their knowledge and skills such as 'Share the care' and 'Health and safety' but more training and guidance is needed in children's learning and development matters. A new, small outdoor play area has been erected with funding secured by the management committee to enable children to play safely at the end of each session in the fresh air. The pre-school build good relationships with parents because they are very friendly, approachable people who offer a flexible settling in period for new children. Parents come into play and stay alongside their children and good information is shared on commencement of the child's place. However, the ongoing liaison about children's progress and learning matters, with parents and other providers who share the care is currently at a satisfactory level; information sharing about what children are learning each week and how parents can link this to home, and one-to-one sessions with key-workers, discussing children's next steps are not yet in place. Risk assessments are up-to-date and there is a sound emphasis on safeguarding children; the designated officer is knowledgeable about child protection matters and staff understand the procedure; they have undertaken training in this area of their work.

The quality and standards of the early years provision

Children come into the pre-school each morning and happily settle on the colourful mat to take part in registration time. New children or those children settling in, play with their parents with the activities set out for them or observe the group time. Children receive different levels of teaching dependent on the skill and knowledge of the practitioner; but overall it is a satisfactory level. During a registration group time children become excited about seeing the puppets; this fully engages them in their learning. The manager holds up the five little men in flying saucer glove puppet and children use their fingers to take one away as they fly off; children problem solve during group time, but not all staff are confident about promoting problem solving, reasoning and numeracy during free play activities when they support children. Children freely access play activities of their choice such as role play, small worlds play or manipulating the play dough. Some

adult-led activities do not consistently challenge children in their learning and build on their knowledge and skills; for example children paint sunflowers from observation and although children enjoy exploring the paint and being creative, there is little discussion about the growth of sunflowers and other flowers, even though the children had, the week before, planted sunflower seeds. Written planning which underpins the adult-led activities is basic and needs extending to ensure quality activities take place. Children build with stickle bricks and enjoy looking at plastic mini-beasts through magnifying glasses as they explore the resources on the builders trays. However, the mark-making resource unit does not have a table for children to use which means that children do not freely initiate mark making activities for themselves. Children's use of everyday technology is minimal. Children enjoy accessing the 'monkey snack bar' sitting down with their peers to select a healthy snack and drink from the good range on offer; grapes, cheerios, banana, bread sticks, apple and cucumber. However, there are minimal opportunities, promoted by the staff, for the children to pour their own drinks and to talk about quantity during this routine snack time. Staff have a good knowledge of those children with special dietary needs and encourage lots of hand washing amongst the children to minimise cross-infection. Children take part in regular fire evacuations and have visits from the police and fire brigade about how to stay safe. Staff know their key children fairly well, but the system for observing, assessing and implementing their next learning steps is not effectively facilitating children's progress towards the early learning goals.

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?	2
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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

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