

Starlings Pre-School

Inspection report for early years provision

Unique reference number 110181
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Inspector Mrs Julie Sackett

Setting address c/o Manor Field Infant School, Haydn Road, Basingstoke,
Hampshire, RG22 4DH

Telephone number 07740715078

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).

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

Starlings Pre-School opened in 1993. It is situated in classrooms attached to Manor Field Infant School in Basingstoke, Hampshire. The pre-school has access to a safe outside play area and some use of the school playing fields. The pre-school serves the local area.

Starlings Pre-School is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 40 children between the ages of two years and five years at any one time. There are currently 93 children on roll. This includes 60 who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with learning disabilities and/or difficulties and children for whom English is an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 11.30 and 12.30 to 15.00, Monday to Friday, and there is a lunch club. Eight members of staff work with the children. Of these, six staff are currently trained to NVQ level 3 and two to NVQ level 2. The group is a member of the Pre-school Learning Alliance and the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting successfully promotes children's learning and development. All staff work well as a team and provide a happy and caring environment for the children. Children are regarded and treated as individuals and support for those for whom English is an additional language is good. Activities are matched well to the needs and interests of the children and, as a result, they enjoy their time in the club. The learning and development of all children, including those with learning difficulties, is good because of successful liaison with parents and other agencies and staff commitment to the implementation of the Early Years Foundation Stage curriculum. Self-evaluation procedures are good, with clear evidence that initiatives have had a positive impact on children's learning and development. The manager and her staff are committed to ongoing development of the quality of the provision and this, coupled with the good progress in implementing recommendations from the last inspection, means that capacity to improve is good.

What steps need to be taken to improve provision further?

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

- use training made available by the local authority and other sources to develop staff knowledge and skills of the Early Years Foundation Stage
- ensure that planning is matched to the Early Years Foundation Stage with activities linked to the six areas of learning

The leadership and management of the early years provision

The good leadership and management of this setting is characterised by the manager's strong commitment to the adoption of the Early Years Foundation Stage curriculum. Most staff have attended Early Years Foundation Stage training, including the manager. This has already begun to impact positively on the children's experiences, with increased opportunities for children to make choices and develop their independence. However, the manager has rightly identified the need for all staff to complete the training to ensure their knowledge and understanding of the Early Years Foundation Stage curriculum. Success in addressing the recommendations identified in the previous report and the accurate identification of development priorities indicates that the setting is well placed to make continuous improvement.

Procedures for day-to-day management are strong and, as a result, the setting runs very smoothly. Self-evaluation procedures are good with clear evidence that initiatives have had a positive impact on children's learning and development. The recent initiative to increase opportunities for child-initiated activities has been particularly successful. As a result, children's independence skills are good and levels of engagement are high.

Systems for ensuring the children are safeguarded are robust and thorough. All risks have been assessed and the setting is safe and secure. All appropriate policies, records and procedures are in place and are used well to promote children's welfare.

The quality and standards of the early years provision

Staff have successfully established a calm and purposeful environment in which children are happy and confident. Indeed, the sound of children giggling is a particular feature of the setting and reflects high levels of enjoyment. Children feel safe because they trust staff and all areas are secure. Children's awareness of how to lead a healthy lifestyle is supported well, for example, at lunchtime adults make regular reference to the importance of washing hands before eating and children are able to explain why this is so. The children sit at tables to eat their lunch and observe good table manners because adults provide positive role models and reinforce good behaviour through praise.

The children make full use of the recently introduced 'free flow' between outdoor and indoor areas and their growing independence contributes well to their future economic well-being. Activities such as the use of hoops and scooters support the development of social and physical skills. The children's contribution to the community is good because of the strong caring ethos established by the staff. An example of this is evident in the way one child spontaneously referred to the 'nice sharing' which took place during an activity with a friend.

The setting has made good progress in addressing the recommendations from the previous inspection. Curriculum planning is good. Activities are carefully planned to

meet the needs of all groups of children, with particular attention paid to ensuring that there are more challenging activities available for the older and more able children. The setting has been successful in incorporating aspects of the Early Years Foundation Stage curriculum into the planning, with a particular focus on the balance between child-initiated and adult-led activities and increased use of the outdoor area to enhance children's independence and enjoyment. However, the manager has correctly identified the need to fully incorporate all aspects of the Early Years Foundation Stage curriculum into the planning as the next step in the setting's development.

Records of children's progress are regularly shared with parents, who are able to contribute their own perceptions of their progress, so that parents are involved in their children's learning. Assessments of the children by key persons are based on regular observations. These rightly focus on identifying children's achievements within activities and demonstrate the children's good progress in their learning with some identification of the 'next steps' needed to support further progress.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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 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.