

Bevois Town Community Pre-School (With extended Day Care Provisions)

Inspection report for early years provision

Unique reference number	131529
Inspection date	05/05/2009
Inspector	Lesley Handford
Setting address	Bevois Town Primary School, Cedar Road, Southampton, Hampshire, SO14 6RU
Telephone number	02380 331883
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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).

Description of the setting

Bevois Town Community Pre-school opened in 1994. It operates from a detached classroom within the grounds of Bevois Town Primary School, Southampton. It is run by a voluntary committee and serves the local community. The pre-school is registered to care for 26 children, and there are currently 50 children aged from two to five years on roll. Of these, 49 are in the early years age group. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There is sessional and extended day care provision. The setting opens for five mornings and five afternoons a week during school term time, with optional care offered during the lunchtime period. Sessions run from 08.45 to 11.30 and from 12.30 to 15.15. The lunch session operates from 11.30 to 12.30. There are four staff who work full time with the children, three of whom have early years qualifications to National Vocational Qualification (NVQ) level 3 and one who has the NVQ level 2. The manager also has a degree in the Early Years Foundation Stage. The deputy manager is also studying for this degree. There is also one member of staff who works part-time, mostly with children who need extra support. The pre-school receives support from the Pre-school Learning Alliance and the Early Years Development and Childcare Partnership. The pre-school subscribes to the High Scope educational approach. Bevois Town Community Pre-school is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. There is good provision made for children's welfare. Children make satisfactory progress because they are given a wide variety of activities. Each child is treated as an individual, which ensures that their needs are met. The strong links with parents/carers enable them to be involved in their child's education and consequently parents feel secure with the education and welfare of their children. The pre-school leaders and staff manage the pre-school well and demonstrate satisfactory capacity to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that children are protected from the sun when playing outside
- ensure that children have sufficient opportunities to practise their climbing skills
- improve self evaluation to help inform the staff about future developments and priorities

The leadership and management of the early years provision

Leadership and management are good. All the required documentation is in place. There is an effective system of record keeping, which is shared with parents and carers. This ensures that staff know the next steps required for children to make progress. All policies and procedures are up to date and available to parents/carers. Staff adhere to policies and procedures, which means that children's needs are met effectively. Staff are suitably qualified to work with children and all have been checked to make sure there is no reason why they should not be with children.

Not all recommendations from the last inspection have been completed yet. Sufficient opportunities for children to practise climbing skills are still not available. This is going to be addressed through the development of an outside area to be built in the summer holidays 2009. Parents/carers now sign permission slips for photographs to be taken of their children. Children are encouraged to wear clothing to protect them from the sun and there will be a canopy to protect them after the new outside area has been developed.

Children are very aware of diversity and there is a range of resources which reflect this diversity. Links with parents are well established and parents say they feel welcome in the school and are informed of their child's progress. They enjoy the opportunities of involvement in their child's education. A number of links have been made with the local community, including the local library, temple and police. Children are given many opportunities to mix with the children in the main school, particularly in the term before they reach school age. This enables transition from nursery to school to run smoothly.

The management team are looking at the process of self evaluation and are keen to complete the self evaluation form. They are receiving training in this area: although the staff reflect on the provision made for the children, there is scope to develop self-evaluation more systematically in daily routines.

The quality and standards of the early years provision

Most children make good progress through the comprehensive planning procedures. Staff meet weekly to review the planning and to ensure it is meeting the needs of the children. Long, medium and short term planning are in place and used effectively. These plans are displayed for parents, who are encouraged to be involved in their children's education through the 'Activities at Home' programme. There are guidelines and suggestions of how parents and carers can work with their children to enhance topic work. Staff are committed to the progress of children and use every opportunity to extend their thinking through good questioning skills. A parent explained how her child had 'Done really well and he now speaks in sentences - before it was just words'. Another parent said how happy her child is. Children clearly enjoy their experiences, settle quickly at the beginning of each session and are eager to talk about their activities.

Children are safe because secure systems and policies are in place. Risk assessments are carried out daily and there are regular fire practises.

Although there are stimulating and varied activities and resources, there are missed opportunities to enhance children's learning opportunities in the outside area. There are advanced plans in place to address this.

Children are taught healthy and safe lifestyles through projects like walking to school through Southampton Footsteps and when washing hands. They are able to choose healthy snacks through the 'café' in the classroom. Adults encourage them to enjoy their time through providing an environment where they can explore their individual interests as well as work towards the early learning goals. Children's behaviour is good and the High Scope curriculum is planned effectively to help the children to learn to make choices and to work independently and cooperatively. They are beginning to develop computer skills and through their work in science they are becoming increasingly aware of the natural world.

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.	3

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

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