

Stower Vale Pre-School

Inspection report for early years provision

Unique reference number 139377
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Inspector David Curtis

Setting address Stower Vale Pre-School, Woodville, GILLINGHAM, Dorset,
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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

Stower Vale Pre-School is run by a parent management committee. It opened in 1993. It is on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from purpose built premises situated in the school grounds of Stower Provost Community School in Woodville near Gillingham, Dorset. There is a securely fenced outdoor play area. It has disabled access. The pre-school serves families in the local area. The setting is registered to care for no more than 21 children between the ages of two and eight years old at any one time. There are currently 20 children aged from two to five years on roll. This includes 11 children who receive funding for nursery education. Children attend for a variety of sessions. At present, the group supports children who have learning difficulties or disabilities. There are no children who speak English as an additional language. The pre-school opens Monday to Friday from 09:00 until 15:00 during school term times. The school has links with the Early Years Foundation Stage (EYFS) provision in the adjacent primary school and with a parent and toddler group that meets one afternoon per week in the school. There are five staff who work with the children, of whom three, including the manager, hold appropriate early years qualifications. Three staff have NVQ Level 3 and a further two NVQ Level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting meets the needs of all children exceptionally well. The most striking feature is the way the manager and staff have embraced totally all of the requirements of the EYFS framework. Within, this inclusive setting, children's safety and safeguarding are paramount. Partnerships with parents and the adjacent school are very effective. The quality of self evaluation is excellent. The setting has the outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that assessment procedures identify next steps in learning for individual children and link these to individual targets

The leadership and management of the early years provision

The management committee, manager and staff have a detailed and thorough understanding of the settings' performance as is evident in the high quality self evaluation using the new Ofsted format. Most importantly, the results of this self evaluation have identified key areas for further improvement and these form part of the setting's detailed improvement plan. All required policies are up to date and

known, understood and followed by staff. Safeguarding of children is at the forefront of the setting's work. Risk assessments are carried out rigorously, including the large outdoor area to ensure children are not at risk, for example from poisonous wild plants.

Partnerships with parents are excellent. Information is shared through high-quality documentation and notice boards. Impressive 'Home/Link' books enable parents to glean a detailed picture of the activities their children undertake and equally well to see the progress they make in their learning. Parents are encouraged to share with the setting any 'magical' and 'wow' moments at home, including sending these in a booklet format to show, for example 'A's Adventure'. The setting has excellent links with the mother and toddler group that meets in the adjacent school, with regular 'exchange visits' taking place. Similarly 'exchange visits' with the reception class in the primary school reflect the setting's total commitment to effective partnerships in children's learning and development.

The quality and standards of the early years provision

Children are happy, secure and confident in the setting. Smiling faces and bubbly conversation and rapid engagement of visitors is an immediate and striking feature. Relationships are excellent and children really enjoy learning on their own or in groups. They are aware of the needs of others, for example by inviting a child to join a game, 'B would you like to be a policeman?' Children enjoy listening to stories, especially in the stimulating 'Story House' situated in the garden. They respond well to high-quality adult intervention and questioning which contributes to their confidence in speaking and listening. Children are very aware of safety and have roles, such as 'Garden Check Monitor'. The inspector was told most firmly, 'You must wash your hands before lunch!' Children relish their healthy snacks and are polite and well-mannered when helping themselves to the snack bar. Staff use this time effectively, for example by asking children how many grapes they have eaten and how many they have left, which develops their understanding of number. Children are very involved in the setting and the way in which they tidy up is exceptionally efficient. In sessions where they are a whole group, they love singing familiar songs and rhymes and are delighted when they play the musical instruments to accompany songs. Children thrive outdoors and are motivated to make marks, as the early development of writing, in chalk on the large storage shed. They are very enthusiastic 'motorists' and constantly persuade a staff member to operate the 'traffic lights'.

Children's effective learning and development is underpinned by excellent day-to-day welfare, with staff having this as a key priority for children. Their very good progress in learning and development in all six areas of learning is the result of high quality planning. A particularly effective feature is that children are actively encouraged to suggest ideas for activities, for example one asked if they could make a trifle next week. Assessment is thorough and rigorous and tracks children's progress using the assessment scales of the EYFS profile. Currently, whilst next steps are identified they are not used consistently to identify individual targets for children.

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

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