

Priory View Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Priory View Pre-School opened in its new premises in 2009. It is privately owned and was registered in 2005 under its current ownership. It operates from the hall at the Church of the Nazarene in the Moordown area of Bournemouth. The pre-school have sole use of the premises whilst they are operating. All children share access to a secure enclosed outdoor play area.

The pre-school is open Monday, Tuesday, Thursday and Friday from 9.00am to 12.00pm. On Monday, Tuesday and Wednesday they open for an afternoon session from 1.00pm to 4.00pm during term time only. The pre-school is registered on the Early Years Register as well as the compulsory part of the Childcare Register. A maximum of 28 children may attend at any one time. There are currently 49 children on roll, of these, 21 are in receipt of nursery education funding. The pre-school supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The pre-school is supervised by two job share managers, both of whom hold relevant childcare qualifications. A team of four additional staff, two support staff, student volunteer and a parent volunteer work directly with the children. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They participate in a broad range of quality activities and play opportunities tailored to their individual needs. Staff are particularly skilled at supporting every child's uniqueness. There are good procedures to monitor and evaluate the provision to ensure that they are continually reviewing their practice to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the systems to effectively plan the next steps in children's development and learning using the observations, assessments, and children's starting points
- review the organisation of the daily routines to ensure that they meet the needs of all the children with particular regard to large group times and the use of the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff demonstrate clear and secure knowledge of how to protect children from harm and neglect. They all attend training on a regular basis and clear policy and procedures are shared with parents to ensure that they are familiar with staff roles and responsibility in this area. The setting's health and safety officer has clearly defined roles and responsibilities with regard to ensuring the environment is safe and secure and that staff have up-to-date knowledge of current legislation. She also completes a daily safety check prior to the children arriving to ensure the environment is safe, secure and suitable for use. All the appropriate documentation is in place to support children's health, safety and general well-being.

Staff develop positive relationships with parents and carers. They have regular meetings with their child's key person to discuss their progress. However, staff do not always establish children's starting points to effectively plan for individual children. Parents report that they are 'really pleased with their child's progress' and that they feel their children are 'very well supported' in their development and learning. Parents are encouraged to share their knowledge and skills with the children. For example, some parents and other family members, such as grandparents visit the setting and read stories with the children. Others share their expertise in traditional cooking with the children. The setting has excellent relationships with other early years professionals and children with additional needs are exceptionally well supported. Additional staff provide high levels of support which means that children are effectively challenged and encouraged to reach their full potential.

Staff work well together as a team and provide a welcoming, well resourced and stimulating environment. Generally children are able to move between the indoor and outdoor play areas. Staff ensure that there is a good range of activities available encouraging children to make their own choices. There is some structure to the morning to ensure a balance of adult-led and child-initiated activities. However, during large group times some children lose interest, finding the session too long. For example, children sit down for singing and then immediately sit down for snack time. This results in some children becoming disruptive.

Staff have implemented effective procedures to monitor and evaluate the provision. These include seeking the views of parents and other professionals. Suggestions made by the early years development workers are welcomed and addressed. Children's views are sought through discussion and by evaluating the activities to maximise their interest and progress.

The quality and standards of the early years provision and outcomes for children

Children are enthusiastic and motivated in their learning. They confidently come into the setting and quickly become involved in the various activities. Staff are

skilled at supporting the new children engaging them in activities they know they are interested in. Children are developing good relationships and the older children support the younger children. For example, a member of staff was reassuring a child who was having difficulty settling. Another child came over to them, reassuring them, saying 'You're mummy will come back when it's time'. They invite the child to play with the trains with them. Children are developing their own ideas through the well resourced role play area. Several children agree the different roles, such as customer, waitress and chef. A child asks another child 'What would you like to eat, I can take your order?'. The child replies 'Chicken'. Staff are skilled at supporting children whilst encouraging them to use their own problem-solving skills. An adult asks the children 'How can we tidy up the restaurant before some new customers come?', one of the children suggests using the pretend vacuum cleaner.

Children's confidence and self-esteem is developing well. They are encouraged to bring in items from home to share with their peers. Several children show delight in sharing with the children their special things at circle time. Children are learning about their community and people who are less fortunate than themselves. They participate in a Harvest festival service, bringing food to share with the homeless people. Staff explain at the children's own level and encourage them to draw a picture to send with the food. At other times throughout the year they celebrate a wide range of festivals increasing their understanding of the wider world.

Staff demonstrate a secure knowledge of the Early Years Foundation Stage framework. There are good systems in place to ensure that plans take into account children's individual interests which include children being able to add their ideas on a board. Each child has their own key person who is responsible for completing observations, updating their assessments and using the information to effectively plan the next steps in their development. However, this is not consistent and some children's files are not updated as frequently as others.

Children follow good hygiene practices and their independence in their personal care is well supported. For example, a two-year-old stands on the step telling an adult 'Look I can reach the soap, I need to wash my hands'. They benefit from healthy and nutritious snacks and snack time is a very sociable occasion where children talk with their peers and the adults. Children pour their own drinks, however, the adults share out the fruit by hand rather than promoting the children's independence. Children understand that the 'golden rules' support their safety and promote being considerate to each other. Staff gently remind the new children, an adult asks some children what is the 'golden rule' when we are outside. They immediately say 'Not to throw it in our faces' referring to the tyre shavings. The adult congratulates them for remembering. Children's behaviour is good. They benefit from the staff being positive role models in the way they speak to the children and each other, promoting good manners and being respectful. Each session staff choose a child who has been particularly thoughtful or well behaved and award them with a golden apple that they take home to show their families.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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