

Beenham Pre-School

Inspection report for early years provision

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Inspector Brian Evans

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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*.

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.

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Description of the setting

Beenham Pre-school is run by a voluntary committee made up of parents. The setting is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school was established in the 1970s and operates from the community room situated at Beenham Primary School. This is situated in a rural village, close to Reading. A maximum of 20 children aged two to five years may attend the pre-school at any one time. The pre-school is open during term time on Monday and Wednesday from 09.00 to 14.45 and on Tuesday and Thursday from 09.00 to 12.00. Children have access to a secure enclosed outdoor play area.

There are currently 31 children on roll aged from two and a half to four years. Of these 20 children receive funding for early education. Children come from the local and surrounding area and the setting has close contact with a number of early years groups and primary schools in the immediate area around Beenham. The pre-school supports children with learning difficulties and/or disabilities and is able to support children who speak English as an additional language. There is disabled access to the provision. The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because they are provided with high levels of care. There are good partnerships with parents and other agencies which enables the setting to be fully inclusive and to provide well for the individual child. Children are safe and secure and have a wide spread of play experiences and activities. Staff work together as a well-knit team and continually strive to improve the provision through careful reflection on their practice. As a result the setting is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop more formal and rigorous systems for evaluating the effectiveness of the setting in order to improve outcomes for all children
- develop the garden area to provide further opportunities for children to explore freely, use their senses and be physically active across all areas of learning
- develop more opportunities for children to make their own choices and so improve further their decision making skills

The effectiveness of leadership and management of the early years provision

A particular strength of the setting is the commitment of all staff to taking up training opportunities and further develop their roles. Staff bring ideas back into the setting from their training and create opportunities to enrich the curriculum and develop good practice. More formal systems for evaluating the setting's effectiveness are still at an early stage of development. Staff have begun to set out written improvement priorities and to monitor the impact of actions taken on children's welfare, learning and development.

There is a shared belief that children learn best through play and extending their thoughts and interests. Effective planning focuses on the children's diverse individual needs. It includes a range of varied and stimulating activities covering all areas of learning. Each area also has a development theme. For example, the focus in the current plan for knowledge and understanding of the world is 'to try out a range of tools and techniques'.

Staff work very closely in partnership with the local authority, striving to improve their good practice further. For example, the setting has used additional funding from the government to set up an imaginative extension to the outdoor provision which now includes a grassed area, bushes, small trees, huts and seating areas. Staff are now seeking to develop its full potential for enriching children's learning and development.

Parents' involvement is encouraged and valued. Parents and children contribute to a child's learning profile. Parents report that they are very happy with the care and education their children receive in the setting and find the staff approachable and friendly. The needs of children with learning difficulties and/or disabilities are met well by involving external specialists. Parents are appreciative of the way in which staff adapt activities and support these children. There is a close partnership with the Reception Class on the same campus. This has helped all staff to work together to gain a deeper understanding of the requirements of the Early Years Foundation Stage.

Safeguarding procedures are robust. No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures are updated regularly to ensure that they reflect the best practice and are followed consistently by staff.

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

All groups of children have fun and are confident and happy in the stimulating environment which is set out for them daily. They choose their activities and move freely between the indoor and outdoor resources. Extending the range and quality

of resources is a consistent theme in discussions between staff. Currently priorities include developing greater access to books in liaison with parents and developing the use of the new outdoor area.

The emphasis on developing children's personal, social and emotional skills enables children to play cooperatively with their friends. Brief written observations by staff on children throughout the day are placed in their learning profiles. These are analysed by a child's key person and the next stages of learning identified. Children clearly enjoy looking through the photographs and samples of their work in their folders. This information provides a good basis for the assessments which will then be handed on to the primary schools.

Staff pick up on children's individual interests and encourage them to be active learners and to think critically. For example, two children with back packs and large magnifying glasses toured the new outdoor area and discussed their findings alongside a member of staff when looking for spiders and their webs. In another example, an adult gathered an increasing number of children around her when following up on the setting's visit to 'Gruffalo Park'. As a result they were making good progress in their language development. Children are becoming independent, for example, they decide when they want their snack. They enjoy eating their fruit and drink in a small group with an adult. Children use language well and confidently talk with adults and with each other. These discussions reflect an excellent understanding of effective hygiene routines and the benefits of an active lifestyle.

Children behave well and are settled and happy in the setting. Relationships with each other and with adults are productive. This was illustrated by their enthusiastic contribution as a group to a merry session of singing towards the end of the morning session. Children make good progress in communicating, literacy, numeracy and skills relating to information and communication technology. Staff recognise that there is scope for more opportunities for children to make their own choices and to develop further their decision making skills.

The setting's focus on welfare is good. Parents are very appreciative of the positive ethos of the setting and their feedback includes comments such as 'Very happy parent' and 'Very happy child'. They believe that the staff listen to their ideas and respond to them. For example, on entry parents complete a background note on their children's interests and favourite stories. Parents' suggestions for improving security by fixing a bell and hook on the entrance door were acted upon in negotiation with the primary school on the same campus. The setting has successfully introduced a termly 'dad's day' on a Saturday when they can meet the staff and experience the opportunities that the children have for learning and development.

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

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| 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

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| 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 | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

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| 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

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| 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 | 1 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 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