

Vorda Pre School

Inspection report for early years provision

Unique reference number	109095
Inspection date	10/12/2009
Inspector	Hilary Elizabeth Tierney
Setting address	British School Building, Brewery Street, Highworth, Swindon, Wiltshire, SN6 7AJ
Telephone number	01793 763668
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Vorda Pre-School was established in 1975 and is a registered charity. It is managed by a voluntary committee made up of parents of children at the pre-school. It operates from the British School Building which it rents from the United Reformed Church in Highworth, Wiltshire. The provider is on the Early Years Register. The pre-school uses a large hall to accommodate three-and four-year-olds, whilst two-year-olds use a smaller, adjacent room. There are toilet facilities for each room and use of a kitchen. There is ready access to a hard surfaced, outdoor play area, a grassed area and a garden, all of which are secure. Children attending come from the town itself, nearby Swindon and surrounding villages.

The group is registered to provide care for a maximum of 38 children from two-years-old to the end of the early years age group at any one time. The pre-school is open five days a week during term times only. Sessions for the three to four-year-olds run from 9.15am until 11.45am and from 12.45pm until 3.15pm. There is an optional lunch club from 11.45am until 12.30pm or from 12.00pm until 12.45pm. Full day care options are available from 9.15am until 3.15pm. Sessions for the younger children aged from two-years to three-years-old are on Monday to Fridays from 9.15am until 11.45am. There are currently 52 children aged from two to under five years on roll. The nursery have no children with special educational needs and/or disabilities. They currently offer support to children who speak English as an additional language.

The pre-school employs seven members of staff who work directly with the children and one member of staff who is the administrator. All staff hold appropriate early years qualifications at level 2, 3 and 4 and the administrator has a Level 1 qualification in Administration. The staff are supported by parents on rota duty.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a bright, warm, welcoming environment where they are happy, confident and progressing extremely well in all areas of learning and development. Children are recognised as unique. Staff acknowledge children's differences and consequently children develop a clear understanding about the world around them. Staff have a good knowledge and understanding of the Early Years Foundation Stage of learning and consequently are able to recognise and support children's individual needs effectively. Partnerships with parents are good and detailed information is shared with them consistently. The self-evaluation process has been completed by all staff and the clearly identified areas for improvement are starting to be addressed. This demonstrates a commitment to improve.

What steps need to be taken to improve provision further?

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

- consolidate details in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child
- encourage further the younger children's independence and ability to make choices with particular attention to snack time.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Clear and detailed policies help ensure the safety of children. Staff are very clear about the procedures to follow in the event of having any concerns about children in their care. Records are shared with parents of existing injuries. Fire evacuations are practised regularly and details clearly recorded and evaluated. Staff are vigilant in their supervision of the children, they stand by the doors to the main play rooms and the front door as children arrive and leave the premises and this ensures that no child leaves the building unsupervised. When all children are present the gates are padlocked and the front door is double locked. A visitors book is used, all staff are suitably checked and any volunteers are supervised effectively so that they are not left alone with children. Detailed and robust risk assessments are in place and reviewed regularly. Staff use walkie-talkies when outside with the children which means if an incident occurs they are able to contact a person inside the building quickly. Children's details are up-to-date and in order and, although details of who has legal contact with the child and parental responsibility for the child are obtained in advance of the child starting, these are not easy to find on the child detail forms.

The use of resources in the setting is excellent and children have easy access to a balanced range of toys and equipment. Space in the building is used well to maximise the play areas for children. Staff are deployed effectively and work well together as a team. They have excellent opportunities to develop their careers and this supports their ability to provide a superb environment for children to learn and develop. The key-person system works extremely well and all staff know their key children and their families very well. Staff actively promote equality and diversity and are highly effective in ensuring that all children are well integrated. Children attending with dual language are encouraged to use their home language and there is excellent use of visual boards to help children understand what is coming next. Key words are used by staff and notices around the room are in both languages. Policies and procedures have been translated for parents and the use of an interpreter has been very successful not only for the staff, but for parents and children alike. Staff clearly recognise children's starting points, interests and next steps and plan activities accordingly for all children. A good partnership with parents has developed and they speak very highly of the staff and the care provided. Detailed information is shared with them when they arrive to collect the children. They are able to stay with their children as they settle. Detailed parent inductions are carried out by the manager of the setting and parents are given copies of the policies and procedures, a tour of the setting, introduction to all staff

and an outline of the routines, planning and how staff observe the progress of their child. Regular meetings are arranged with the key person to discuss their child. A detailed notice board in the entrance hall ensures parents are kept up-to-date with changes and includes relevant information and photographs of the staff and committee members. Staff demonstrate a good knowledge and understanding about how they link with other professionals and early years settings should any children attend them. Staff provide a warm, relaxing, caring environment where children are safe, happy and enjoy their play.

The setting has completed an effective self-evaluation form which is detailed and clearly identifies areas for improvement. Recommendations from the last inspection have been completed successfully and this demonstrates a commitment to improve. Regular staff meetings, staff appraisals and good communication between the staff and committee ensure they all work together and continue to provide high quality childcare.

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

Staffs' knowledge and understanding regarding the Early Years Foundation Stage of learning and development is extremely good and consequently the outcomes for children are outstanding. Children enjoy their play during sessions and are given excellent opportunities to choose the activities they would like to play with. They are eager to attend, confident, feel safe and thoroughly enjoy their time at the setting. For example, children enter the building very happily, hang up their coats, say goodbye to parents and settle quickly into their play with their friends. Children understand about keeping themselves safe as they receive clear explanations from the staff and learn about the consequences of their actions. For example, when a younger child began playing by the door a member of staff asked the child to move because they may get hurt if the door opened. Children have developed excellent relationships with their key person and with each other, they have good self-esteem and their independence is encouraged.

Children take part in a good range of activities that help them become creative, active learners and critical thinkers. Clear open-ended questions from staff help children to think and problem solve. For example, children were observed looking at a dead leaf that had been brought in on a shoe. The member of staff carefully put it in her hand and showed the children and asked them about the way it looked, why it had holes in and what could have made the holes. The children were fascinated by this and took a lot of time thinking of the answers to the questions. Staff are extremely effective in promoting and developing children's skills for the future. They consistently help them to count and develop an understanding of mathematical language such as 'how many have you got?' 'how many more do we need?' Children are well behaved and polite and respond to the positive language used by the staff. Plenty of praise and encouragement is consistently used by the staff. Children were observed playing together and alone, and taking great delight in showing off their work to others. Children have an excellent sense of belonging and displays of their work adorn the walls of the setting. Children are given choices throughout the day and the younger children

were observed being asked what they would like to take outside. They decided on sand play, so the members of staff carried out the sand tray to the covered area where the children thoroughly enjoyed playing in the sand.

Children understand about healthy lifestyles and know why they need to wash their hands before snacks and after using the toilet. All children are offered healthy snacks and sit calmly as they eat. The older children are offered an open snack time, where they are able to come to have a snack when they are ready. They are able to pour their own drinks and select food from the choice available. The older children help prepare the food for snack time and two children were observed enjoying cutting up the cheese and counting the pieces onto the plate, putting out the plates, and also the cups and jugs of milk and water. Older children are beginning to learn about bodily awareness, for example a child was observed telling a member of staff that they were hungry and their tummy was rumbling which meant they were hungry, so they needed a snack. The younger children, who are in a different room, are not given the same independence to choose their own food and pour their drinks as the members of staff were observed doing this for them. Children have a lovely time outside and have regular access to fresh air and exercise. They have a covered area where they can play in all weathers, there is also a sensory garden and large grass area for children to develop their senses and physical skills on large play equipment. There are clear policies for any sickness and medication. Clear records of any medication administered to children are kept and shared with parents. All necessary written parental permissions are in place.

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	1
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	1
The extent to which children achieve and enjoy their learning	1
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	1

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