

Swan Pre-School

Inspection report for early years provision

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Inspector Christine Clint

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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

Swan Pre-school is situated in Rowner in Gosport and is one of the child care services operated by the Naval Under Fives organisation. It has been registered since approximately 1985 and has been in the current premises since 2001. The pre-school is situated in a residential area and takes place in a ground floor flat with three play rooms, a kitchen and toilet facilities; there is a secure garden for outside play. The pre-school is registered on the Early Years Register to provide care for 18 children from the age of two years; however, it is the pre-school policy to accept children once they reach the age of two years and nine months.

The pre-school provides funded educational places and supports children with any learning difficulties or special educational needs. There are currently 21 children on roll. The setting is open from Monday to Friday during term time. Monday, Wednesday and Thursday session times are from 9am until 3pm; Tuesday and Friday the pre-school is open from 9am until 12 noon. The group also provides two sessions for children under three years of age on Tuesday and Friday afternoons from 12.50pm until 2.45pm.

There are currently four staff members working with the children, including the supervisor. Three staff hold appropriate qualifications in childcare and early years education. There are close links with the Naval Under Fives area coordinator and the local early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school shows a positive level of progress in some areas for driving improvement and making plans for the future of the setting; most recommendations from the last inspection have been included. A self-evaluation process has been completed and systems are being introduced to focus on the individual needs of children, by strengthening the links with parents, professionals and local schools. The pre-school has well organised documentation to cover most areas of the Early years Foundation Stage (EYFS) requirements, although some staff are still developing their understanding of encouraging and monitoring children's learning through play.

What steps need to be taken to improve provision further?

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

- increase staff understanding of how children learn through play to enable them to include spontaneous learning opportunities during a wide range of activities
- use the information about children's individual interests to organise and plan activities to ensure children's involvement, enjoyment and progress

- increase opportunities for parents to come into the setting everyday to show children how close links and secure relationships are being formed
- extend the records of risk assessment to show how hazards outside the garden or on outings are identified and managed.

The effectiveness of leadership and management of the early years provision

The pre-school has fully organised routines to maintain children's security and to ensure their safety during daily sessions. There are stair gates positioned to prevent children's access to the main entrance and to the kitchen. Children have freedom of movement between the three play rooms and they are well supervised in each area. There are detailed risk assessments for each room and records show how action is taken to maintain safety. Children are fully supervised when playing on the hard surface area outside the garden, this is used regularly and checked beforehand, although there are no records to show how hazards for off site play are managed or how risks are assessed for local outings. Fire evacuation procedures are displayed and fire safety equipment is in place. Children know the routines for practising a fire drill and they remember immediately when staff ask them. The pre-school has all regulatory requirements in place for managing accidents and medication needs. There are clear procedures in place for protecting children, the supervisor has sound knowledge of safeguarding and knows how to refer any concerns; she is the named responsible person and fully understands the need to maintain confidentiality.

The supervisor has completed a self-evaluation of the setting and shows a clear ability to recognise areas where improvement is required. She is developing closer links with parents to ensure equality in supporting and nurturing children with individual learning needs and she has established systems to provide professional guidance and advice. She is working with individual families to ease children's transfer into main school and has previously helped children of other nationalities who are learning English as an additional language. There is ample information for parents and all documentation is displayed or available; parents are provided with copies of all policies and procedures. Parents complete detailed information about their children when they first attend and this provides staff with sound starting points in development. Parents are being encouraged to have individual interviews to discuss their children's progress, although they do not regularly come into the setting at delivery or collection time to see any achievements or share any experiences.

Children can freely move between the playrooms for the majority of the session, they have a variety of resources available in each room and these can be easily accessed; although children are not frequently encouraged to be spontaneous or to learn through everyday play. Staff are following regular daily routines and offering some questions to extend children's thinking, but many opportunities for engaging children's individual interests and planning activities to increase their learning are missed. Recent staff changes have altered the continuity of the pre-school and slowed the progress of completing children's development records. These are in place and show some observations linked with children's

achievements, but there are no plans for future learning.

The pre-school has strong links with other early years providers in the area because they are all part of the Naval Under Fives provision, with an overall manager/coordinator. The supervisor is responsible for extending the links with local schools, she is increasing the pre-school connections with professional support and guidance when required. There are records to show the exchange of information with the local early years development team.

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

Children are learning to follow everyday rules and routines, they line up at times and take turns, they are beginning to show care and concern for each other, they say other children can sit next to them at registration time. Staff do recognise children's social development and they offer praise to strengthen their understanding. Children can learn to manage their own personal care as they have easy access to the toilets and wash their own hands regularly. There are some daily routines to encourage choice, for example, snack time, although children are not yet learning to pour their own drinks or help with preparing the food. Older children are gaining confidence, they know they can ask for a certain colour paint and they know the rules about how many children can play in the sand trough together.

Children are able to recognise their own written names and they find these to attach paintings, they all have picture symbols, on their pegs, on their name cards and this encourages their early recognition. Children practise making marks with chalk on the playground, they learn to draw around each other's bodies. Staff include some opportunities for counting and recognising number symbols, children are counted when they line up and at registration time, they count when they play games outside and they are encouraged to recognise the numbers in the date. Children have daily opportunities for outside play, they fully enjoy the fresh air and the freedom to run. They practise racing and play hopscotch. They throw balls and hit balls with bats, they roll small hoops to each other and take turns to be Mr Wolf, all reciting, 'What's the time Mr Wolf'. Children have had fun playing in the snow and building snowmen. Children do have access to the pre-school computer and they understand technology because they pretend to take photographs during their play.

Children frequently paint at the easel, they add colour and spread the paint fully. They take time and show increasing concentration. Art work displayed in the room shows that children have made their own self portraits. Children line up their cars on the surface, they talk about the 'jobs' they need to do. They find different cars to interest each other and they show surprise at the cars they find. Children play with dolls and wrap blankets around them, they place the dolls in cots and pretend to make food in the kitchen. They use glue and glitter and learn to spread and shake. They practise freely with scissors. Children show interest in stories and respond to singing and action rhymes at set times within the session.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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