

Compton and Shawford Pre-School

Inspection report for early years provision

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Inspector	Sylvia Shane
Setting address	Reeves Scout Hall, Martin's Field, Compton, Winchester, Hampshire, SO21 2AZ
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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

Compton and Shawford Preschool was registered in 1978. It operates from two rooms in the Reeves Scout Hall in Compton, near Winchester. The pre-school is registered on the Early Years Register and is managed and run by a voluntary parents' committee and serves mainly the local area.

A maximum of 24 children may attend the nursery at any one time. The pre-school is open between 9.30 am and 2.30 pm each weekday, except Tuesday when it is open from 9.30 am until 1.30 pm; the pre-school is open term times only. There are currently 43 children on roll in the early years age range, of these, 40 receive funding for nursery education. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A total of eight staff work with the children; of these five have relevant early years qualifications and two are long-term students. Usually four to five staff work with the children each session. The pre-school receives support from an early years teacher/mentor of the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and relaxed in this welcoming and nurturing setting. This is a result of being cared for by a well qualified, motivated and experienced staff team who work together to ensure children's individual care and learning needs are well met. Children's overall learning and development is effectively promoted. They enjoy good quality play and learning experiences. The group demonstrate an ongoing commitment to continuous improvement through training. The process of self-evaluation is effective in improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide opportunities for staff to further develop their existing knowledge of equality and diversity in order to continue to improve the outcomes for all children
- ensure staff attendance is recorded accurately

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure that staff are appropriately vetted and suitable to work with children, as recommended, these now include health checks. Staff have a secure understanding of their roles and responsibility in safeguarding

children and systems are in place to report any concerns. Thorough risk assessments are carried out and hazards identified and addressed. All records and documentation required to promote children's health, safety and well-being are in place. Most of these are well maintained, however, staff do not consistently record their hours of attendance.

The quality of the pre-school is consistently tracked and evaluated as a result steady improvements are carried out in a systematic and transparent way. The committee and staff work co-operatively to prioritise the necessary improvements to maximise the outcomes for children. Following the recommendation at last inspection staff have further improved their knowledge of the areas of learning. This is reflected in improved outcomes for children, for example, staff have redesigned the garden so children can also access the six areas of learning outdoors, giving them the choice of where to play and learn. Effective staff deployment ensures children are well supported and safe where ever they choose to play.

Consistent evaluation of space and resources means that these are used well. Indoors, mobile screens are used to provide different zones for learning; this allows a wide variety of experiences within the session, including areas for quiet reflection. Well organised labelled resources are independently accessed by the children and as a result children become enthusiastic and autonomous learners as they make many decisions about their play. The improved system to support staff development and recognise their achievements motivates staff to increase their skills through training, helping to sustain the group and the outcomes for children. Their policies and practice reflects an equal opportunities ethos, however, at times opportunities to develop their practice further is not recognised.

Comprehensive policies and procedures provide parents with a clear description of the operational plan and the majority are well implemented. An effective 'settling-in' policy minimises the potential stress of separation for both children and parents. Staff liaise with parents and gather in depth information about children starting points and welfare needs. This is used effectively to identify and meet their individual needs. Planning and in depth observation systems are used as an effective tool to identify next steps for learning, these recognise the uniqueness of every child and are used successfully to inform, and guide planning so that each child receives an holistic package of care and education.

There are good examples of productive partnerships between parents, schools, and local community services, such as speech therapist. Links with local fire services are used to enhance the children's learning about safety and knowledge of the wider world. Parents state that they value the open door policy and the warm welcome they get from staff. There are a range of opportunities both informal and formal to discuss and share in their children's learning and development, Staff provide innovative links with home, for example; the very popular Compton bear circulates each child's home. Photographs and journals are kept giving the children and staff an insight into the uniqueness of each individual family and their interests. Parents are supported in managing the unique dietary need of their children and staff have taken on additional training. As a result clear systems are in place to support children and keep them safe. Staff have effective partnership

with parents, for example, potty training children and supporting any behavioural issues. Parents and extended families are invited in to share their unique celebrations with the children.

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

Staff ensure each child's welfare and learning needs are clearly identified, planned for and incorporate the children's interests and ideas in to the planning. They use resources skilfully and link the activities to cover all areas of learning. Children are making firm friendships with both adults and their peers. They warmly greet each other when they arrive and invite each other to play. Children self monitor activities such as the computer, as staff provide them with sand timers to ensure each child has an equal chance to play. Children enjoy stimulating sociable conversations with each other and staff. A range of well planned large and small group activities ensure that all children have the opportunity to gain confidence and express their thoughts and ideas. Children take it in turns to be the special helper of the day, giving them a sense of importance. A pictorial timetable helps all children to understand the daily routines and choices; as a result children enjoy the relaxed structure of the sessions and understand the simple routines. For example, when the music is switched on and staff sing in rhyme that it's 'tidy up time'. Children are keen to help and clearly know where things go. Children learn how to use small tools, such as scissors and knives, safely from a young age. In partnership with parents, children develop their understanding of other cultures and festivals and these reflect the varied cultures within the pre-school and the wider community.

Children are developing a love of books as staff use animated story telling skills. Children listen with intensity and are intrigued to find out 'what will happen next'; they are involved in the story by using many props including puppets. Children with speech and language difficulties are well supported by staff, through a range of focused learning opportunities agreed with parents and speech therapists. Staff question children about their understanding on many topics, encouraging them to think and identify facts for themselves; for example, why the ice is melting, which season is it, what sound letters make. In addition the environment is rich in displays. These include letters and numbers so children learn to recognise written words and numerals. A calm and peaceful book corner gives children the opportunity to relax, look at books or engage with a member of staff.

Creativity is clearly high on the agenda. Children have easy access to paint and junk modelling material on a daily basis. Children explore mixing colours and add glitter and stars to texture their paintings. They find a peg the same colour as their paper to hang it out to dry, re-enforcing their learning of colours. They construct a collage of robins linking it to a winter theme, shapes and colours. Role play is a very popular area. Children enact popular adult scenarios, such as staff presenting circle and story times. Children state they are 'so happy today because they are a princess', trying on the many outfits and working out the right size. Others pretend to cook, take care of their families and repair their house. They use calculators as phones, showing a good range of vocabulary as they speak endlessly in imaginary

terms to their relatives and friends. They access pens and pencils to make a list, many showing good control holding and using a pencil.

Children's good health is successfully promoted as they enjoy a wide range of physical exercise inside and outside. They show confidence in climbing up, under and through the climbing frame unassisted. They learn to balance as they explore different surfaces, such as raised textured stepping stones. Children show increasing control over their bodies, as most children successfully walk along the balancing beam. Those that lose their balance feel safe and confident to get back on and try again. Through consistent daily routines and well displayed posters children's understanding of when and why to wash their hands is successfully embedded; they do this with little adult prompting. They enjoy activities such as digging and planting. Staff took advantage of the recent snow, talking to children about what clothes they should wear to keep warm before going to the local park to build snowmen.

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	2
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

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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	2
The extent to which children develop skills for the future	2

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