

Priory Park 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 Park Pre-school is a committee run group. It opened in 1991 and operates from the rooms within the community hall in Priory Park which is in the Locks Heath area of Hampshire. The pre-school is registered on the Early Years Register to care for a maximum of 39 children at any one time, although usually the group operates with a maximum of 26 children. There are currently 48 children on roll. The pre-school is in receipt of government funding to provide early years education.

The pre-school is registered to care for children from two years although it is the policy of the group to admit children just before their third birthday. The pre-school is open week days during term time from 9:00am to 3:00pm, apart from Wednesdays when it is open from 11:45am to 2:45pm. Children have access to a secure enclosed outdoor area and can attend on a full time or part time basis.

The pre-school employs seven members of staff to work with the children. Six of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children greatly benefit from the experienced and consistent staff team who are well organised to ensure that the sessions run smoothly. The staff work very well with parents and carers to ensure each child's individual needs are met. The pre-school is maintaining continuous improvements through self evaluation, staff development and appraisal. All of the recommendations made at the last inspection have been effectively addressed to improve the setting.

What steps need to be taken to improve provision further?

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

- develop children's independence further during snack time

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as clear procedures are followed to protect children from the risk of harm. Staff are aware of the procedures to follow should they have concerns regarding the children's welfare and ensure that children are never left unattended with unvetted people. Since the last inspection all staff have updated their knowledge of child protection by attending training. Risk assessments are carried out on a daily basis and steps are taken to ensure the indoor and outdoor environments remain safe for children's use.

The group is very well organised with staff being effectively deployed to support the children in their learning. Children make choices in their play as equipment is stored at child height to promote their independence. Resources provide positive images of all sections of the community to promote equality and diversity. Children show independence when putting on shoes and clothes for outdoor play although their opportunities to be independent at snack time are limited as staff tend to do things for the children that they could try for themselves, for example, preparing fruit and pouring drinks. The indoor and outdoor areas are set up to provide children with activities and resources to promote learning in all areas of development. The group recently installed double doors and a ramp to the garden to make the provision more accessible to all children.

The group continuously self evaluates to look at ways to improve the pre-school for the benefit of the children. They have recently taken advice from the local authority to revise their written observations and planning. Staff have adapted to new ways of working and are finding that they are able to spend more time with the children which is beneficial to their development. The manager and staff are keen to keep up with their training and take part in appraisals to highlight areas for development. Suitable procedures are in place for the recruitment, vetting and induction of new staff but due to the consistency of the staff team, these have not had to be implemented. All of the required documentation is in place, is stored confidentially and is shared with parents as necessary to promote the welfare of the children.

Good relationships have been established with parents, carers and other settings that the children attend. For example, with parents' consent, the manager makes regular contact to share information about the children's development to ensure they are working together to meet individual needs. Parents are well informed about what is going on in the group through newsletters, notice boards and daily discussions with staff. New parents are given an informative welcome pack which gives clear information about the Early Years Foundation Stage and the types of activities that their children will be offered. Parents are encouraged to be involved in the group in a variety of ways to be included in their children's learning, for example, sharing skills, helping out in sessions, writing the newsletters and being involved in the parent run committee.

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

Children thoroughly enjoy their time within the pre-school. They benefit from good levels of interaction with staff who chat to them about what they are doing and ask questions to encourage them to think. Children are learning good social skills such as sharing and taking turns and work well together to follow pre-school routines. For example, they are responsive when they hear the music that signifies tidy up time and all get involved in helping to pack away. Children learn about health and safety through the daily routines, such as hand washing after using the toilet and before eating and practising regular fire drills to learn about safe evacuation. Children talk about the food they are eating and recognise changes in their bodies, for example, when they get cold and need to put on additional layers

to go outside.

Children have many opportunities to develop their listening and speaking skills. They enjoy sitting in small groups to look at books and like to join in with familiar stories that are read to them. Their emergent writing skills are developing well as they have easy access to writing equipment and use it regularly in their play, for example, by pretending to write orders during imaginative play in the home corner. Staff boost children's esteem by offering plenty of praise when they are behaving well and trying different activities such as a new puzzle. Staff recognise when they need to intervene in children's play and give them autonomy when they don't need their input. Children are learning about technology through using a computer and programmable toys. They learn about the wider world through a good selection of books and resources that promote equality. Children's questions about the differences they notice, for example, 'why is that man in a wheelchair?' are answered honestly to develop their understanding of others.

Staff make observations on children as they play and use their assessments to identify the next steps in their learning. Parents are asked to provide information about children's interests at home to help staff plan activities that are challenging and interesting for the children as individuals. Plans reflect the adult role in activities and where some children could be challenged further or where they may need additional support. This ensures each child is able to progress at their own speed. Children are learning throughout their play as staff chat to them about what shapes and colours they can see. Mathematical language is used in everyday play with children confidently counting using one to one correspondence and positional language. Children enjoy expressing themselves and being creative by experimenting with a range of materials such as paints, sand, water, play dough and snow. They use their fine motor skills with a range of tools and their gross motor skills as they run around and play outside.

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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