

Army Air Corps Preschool

Inspection report for early years provision

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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

The Army Air Corps Pre-school opened in 1970 and operates from two rooms in an easily accessible hall in Middle Wallop, Hampshire. All children share access to a secure, enclosed, outdoor play area. The setting is open each weekday from 9:00a.m to 3.00p.m during term time only. The setting serves families from the army base as well as the local area.

The pre-school is registered on the Early Years Register to care for a maximum of 50 children at any one time. There are currently 55 children in the early years age range on roll. Of these, 21 children receive funding for early education. The pre-school supports children with special educational needs and/or disabilities.

The setting employs 11 members of staff who work directly with the children. Of these, nine hold appropriate early years qualifications and two are working towards a qualification. The setting also employs an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish attending this stimulating and supportive pre-school. Staff, parents and other providers work in close partnership to ensure that children's unique needs can be met highly effectively. All children play a full role in the group. The excellent layout of the premises and the comprehensive range of resources mean that all can take part at their own level and staff take highly effective steps to ensure that activities are adapted to enable all children to reach their individual potential. The effectiveness of the provision is thoroughly monitored and evaluated using feedback from staff, parents and children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing systems to maintain a regular two-way flow of information with other providers

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted highly effectively due to the excellent organisation of all necessary records and the successful implementation of detailed policies and procedures. The majority of staff are well qualified and are fully committed to ongoing professional development. Staff work very well together under dynamic management and share a strong team ethos. They are involved in all aspects of the provision since they contribute fully to both planning and monitoring. Feedback

is also sought from parents and children in order to identify areas for further development and to ensure continuous improvement. Safeguarding children is prioritised. Robust recruitment procedures ensure that staff are suitable to work with children and the provider has a sound understanding of the need to inform Ofsted of significant changes or events. Staff have a full understanding of child protection issues and make daily safety checks to ensure that children can play safely. The pre-school is organised to provide a stimulating learning environment with colourful and attractive furnishings and resources and free access to a well-resourced outdoor area where children can explore freely.

Children benefit from the highly successful partnership between the staff and parents. Parents are encouraged to come in to the group to share experiences with their children and also have regular opportunities to meet with their children's key persons. They are kept very well informed about what children are learning through daily summaries on the notice board and are encouraged to contribute to children's records of progress. The pre-school also works highly effectively with most other providers, where children attend more than one setting, to ensure a shared understanding of their unique needs. Children with special educational needs and/or disabilities are cared for highly successfully due to the close liaison between parents, the special needs coordinator and other agencies involved with the child. One to one support and daily language work ensure that those with speech and language difficulties are well supported. Children are becoming aware of differences, including disability, through the display of positive images around the premises and the use of resources that promote diversity. They are also learning about the wider world through activities such as tasting exotic fruit, making a papier mache globe and finding out what plants grow in which countries.

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

Highly effective measures ensure that children are learning how to stay safe. Staff discuss safety issues with them and ask them to think about the consequences of their actions, such as running indoors. Children react calmly and quickly during the fire drill and follow instructions when an accident takes place. They are aware of possible risks and discuss why it is important to hold scissors with the points down. They are also adopting healthy lifestyles as they eat nutritious snacks, discuss healthy eating and look at posters showing fruit and vegetables. They enjoy regular exercise and fresh air and know why it is important to wash their hands after using the toilet and before eating.

Staff use information from parents and their own comprehensive observations of children's progress to identify each child's learning needs. This information is shared to ensure that children's unique needs are recognised and planned for. Planning is reviewed on an ongoing basis to reflect children's interests and the next steps that individual children need to take. This ensures that each child is enabled to reach their full potential. Staff are sensitive to the military background of the families using the pre-school and plan activities, such as celebrating Remembrance Day, that reflect events important in their lives.

Children are making excellent progress as they take part in an exciting range of activities that comprehensively cover all areas of their development. They are fully involved in the play provision. They enjoy making their own play dough and a cave for their dinosaurs to live in. They have excellent opportunities to choose what they want to do. The environment is organised to allow children to move freely between different areas with toys and equipment stored in low units so that they can select them independently. They can also decide whether or not to play outside and the pre-school has wet weather gear to enable them to play outdoors in all weathers. Children of all ages relish taking part in activities such as icing biscuits, making musical instruments and meeting exotic animals from Zoo Lab. They are very independent and confident and older children chat happily to their peers and to staff. They are well-behaved and forge excellent relationships with one another. They have excellent opportunities to problem solve as they build canals for balls and water outdoors and work out how to move beads on a wire puzzle. They are finding out about wider society as they use various resources that promote diversity, including bilingual books, puzzles and role-play equipment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	1
The extent to which children adopt healthy lifestyles	1
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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