

# Fawley Pre School

Inspection report for early years provision

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**Inspection date** 07/12/2009  
**Inspector** Judith Reed

**Setting address** Jubilee Hall, The Square, Fawley, Southampton,  
Hampshire, SO45 1DF

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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**

Fawley Pre-school has been operating since 1977. The pre-school is managed by a voluntary committee. The pre-school operates from a large hall within a community building in the heart of Fawley Village in the New Forest area of Hampshire. There is a separate outside play area available for the children. It is open daily during term time, Monday; Tuesday; Thursday and Friday from 9.15am to 12.15pm and Wednesday from 9.15am to 1.00pm

The pre-school is registered on the Early Years Register. A maximum of 26 children under five years may attend at any one time. There are currently 18 children on roll, many of whom attend on a part-time basis. The pre-school is registered to accept children from the age of two years. The pre-school is able to provide support for children with special educational needs and/or disabilities as well as those with English as a second language.

Four members of staff are employed to work with the children and they all have recognised Early Years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are busy and well occupied during their time at pre-school. Staff provide a continuous curriculum to meet the needs of all the children in their care. Equality and diversity are satisfactorily promoted through toys, books and displays. The ongoing development of the provision is supported by the current evaluation of the pre-school and the enthusiasm of the staff team.

## **What steps need to be taken to improve provision further?**

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

- evaluate the provision of nursery education to improve outcomes for children
- develop and improve resources which depict people with disabilities to help children learn about equal opportunities
- continue to develop children's independence, particularly during snack time

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded because the staff are fully aware of child protection procedures. A safeguarding policy is in place and all necessary procedures and consents are in place to ensure children's safety. Robust recruitment procedures are in place and all necessary checks are carried out on staff and committee members. Children's safety is assured and supported. Staff remain with the children at all times and careful risk assessments are carried out around the pre-

school as well as for all outings. The main door into the play room is kept securely bolted during the play session and children are accompanied to the toilets along the corridor. Staff take note of which member of staff is out of the room and how many children she has with her to protect everyone in an emergency. Regular fire evacuation drills are held and children are fully aware of the procedure. Children show that they feel safe because they are happy and settled at the pre-school. They go to staff for assistance when needed and ask for help. Children learn to behave in ways that are safe for themselves by learning the rules of group and understanding they are about keeping safe. For example, staff explain to children it is not safe to run inside and use Makaton signs to help children fully understand. Children begin to learn about crossing the roads when they are out around the village. They also have the opportunity to meet a local beat police officer when she visits the pre-school.

The staff team take part in the self-evaluation process and make contributions to the documentation during regular team meetings. They involve parents in an annual evaluation through questionnaires and gather children's opinions during play sessions. Staff have put in place the observation, assessment, planning cycle and continue to monitor it regularly. Through evaluation the staff have pinpointed some ways to further improve the provision, however they have not completed the evaluation and this remains an ongoing process. They continue to develop the pre-school provision and make ongoing improvements. Partnership with parents and carers is good. Staff are well aware of the personal situation for all families and the key workers take time to communicate with the families regularly. This means that children make progress given their age, ability and starting points. Parents are very happy with the pre-school provision and with their children's progress and development. Parents state that children enjoy pre-school and are doing well. Staff ensure parents are aware of the next steps of children's learning and parents contribute to their children's record of achievements with positive comments. The staff team continue to develop working relationships with other professionals to support all the children's needs. The special educational needs coordinator is supported by outside agencies and works closely with speech therapists. Children receive some continuity of care and learning because staff talk to childminder's about children's activities. Staff also meet with local cluster groups.

Equality and diversity are promoted through a wall display showing 'people who help us' which includes a female fire fighter, female police officers and a female mechanic. The display also shows a male nurse, a male dancer and a male florist, however, it does not include any pictures of people with disabilities. Some toys and books reflect diversity but further resources are required to help develop children's understanding of equality and the world around them. Staff are able to support children who have English as an additional language, by finding out some words from their home language and using Makaton signs alongside English words to support children's learning. The pre-school operates a continuous curriculum and offers children opportunities to develop all six areas of learning in every session. Staff work hard to put the equipment out every day. They have produced an innovative outside play trolley which provides an enabling environment for children when they are playing outside. Staff ensure all six areas of learning are included but in particular knowledge and understanding of the world and physical play. For example, children build dens with tarpaulin sheets, bamboo poles and pegs. They

also use a seed propagator to grow seeds and magnifying glasses to observe frogspawn.

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

Children are settled and familiar with the pre-school environment. They make choices about their activities and move around freely. Parents complete an information sheet when their children start at pre-school, to help set the children's starting points for learning. Staff make regular observations of their activities and build a record of development. Key workers set next step targets for children. They recognise that all children are individual and develop at their own pace. These next steps are regularly shared with parents who also comment and make their own contributions in the record of development. Next steps for children are included in daily planning, however, activities are not currently evaluated to ensure these targets for learning are met and children's development is therefore limited.

Children learn about keeping healthy through healthy eating. They enjoy a nutritious snack and drink during the morning. A café system is used and children choose when they are ready to have their snack. They clean their hands on a baby wipe and place their name cards in a box. Children take a plate and cup to the table and are offered a choice of fruit, cheese and crackers to eat. Children do not learn to be fully independent as staff pour their drinks and butter their crackers. Children are not able to use the toilets independently as they access toilets along a corridor in the community building. They are always accompanied by staff who turn on the hot water to allow children to wash their hands in a suitable manner. Nappies are changed in a quiet corner within the play room. Children bring their own changing equipment and staff wear aprons and gloves to prevent cross infection. A changing mat is shared by all children but staff ensure it is thoroughly cleaned after each use.

Children benefit from having the opportunity to make their own choices about their activities. Staff have experienced a general improvement in behaviour since changing to the continuous curriculum. Children learn to share equipment and staff talk to them about taking turns when necessary. All staff are trained in behaviour management and this ensures consistency for the children. Staff use positive reinforcement and praise good effort and behaviour. For example children all receive stickers for their efforts during singing sessions.

Children's creative development is encouraged and their art work is displayed on the wall in 'Our Gallery'. Children choose their own shapes for the glue activity. They have a choice of a bell, holly leaf, balls and Christmas tree shapes. Children use spatulas to put plenty of glue onto their chosen shape; they then sprinkle glitter from shakers onto the glue. Children repeat words such as 'shake- shake!'. A member of staff says 'That's right, shake; shake!' repeating and reaffirming children's speech. Children gather together to practise their singing for the Christmas sing-a-long. They join in and sing 'Twinkle twinkle little star'; 'Three little snowmen' and 'When Santa got stuck up the chimney', as well as other songs to familiar tunes. Children enthusiastically join in with the actions and all areas of

learning are included in these activities. Children also experience a brief session of outside play at end of morning. Children enjoy being outside to play even though it is cold and windy. Children enjoy blowing bubbles with bubble wands. They also fly kites and hold ribbons and streamers up into the wind.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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