

Timsbury Preschool

Inspection report for early years provision

Unique reference number 109889
Inspection date 26/01/2010
Inspector Penny Wood

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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

Timsbury Pre-school opened in 1972 and is managed by a voluntary committee of parents. It operates from a community hall in the village of Timsbury, near Romsey, Hampshire. The pre-school fences an area of the adjoining playing field to enable children to participate in outdoor play. The pre-school serves the local and surrounding area.

The pre-school is registered to care for no more than 26 children in the early years age group, none of whom may be under two years old at any one time. There are currently 25 children aged between two and four years old on roll. The pre-school currently supports children with special educational needs.

The pre-school operates every day, with the exception of Wednesday, during school term time only. Sessions begin at 9.30am and operate until 12.30pm on Mondays and Thursdays, until 1.30pm on Tuesdays and until 2.30pm on Fridays. Children attend for a variety of sessions. There are six members of staff who work with the children, five of whom have an appropriate early years qualification. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a good range of play opportunities and activities within the pre-school, although not all opportunities provide children with appropriate levels of challenge in order to maximise their full learning potential. All children and their families are welcomed into the group by the approachable team of staff. Appropriate strategies are in place to ensure children's individual needs are met. The management committee, manager and staff work well together in order to evaluate provision and drive improvement within the setting, resulting in better outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the recording system of checks completed on staff to include the unique reference numbers of Criminal Record Bureau disclosures obtained and the date on which they were obtained (Suitable People). 09/02/2010

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

- develop a recording system to ensure consistency within children's development records and use information gained through observations to

inform future planning and individual children's next steps within their development

- ensure activities provide sufficient levels of challenge to support and extend children's learning
- provide further opportunities for children to make choices and to self-select resources
- develop strategies to further extend children's learning at home in partnership with parents
- improve the systems for recording existing injuries and ensure they are shared with parents

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because staff have suitable systems in place to promote their welfare and safety. Staff have a clear understanding of the child protection policy, although records of injuries, which children arrive with, do not consistently contain sufficient information and records routinely shared with parents. Management ensure that recruitment procedures are sufficiently robust and staff are suitable to work with children. However, the records relating to staff Criminal Record Bureau disclosures does not detail the unique reference number of the checks or the date on which the checks were issued. This is a breach in the specific legal requirements. Children benefit from high ratios of staff. Appropriate systems are in place to ensure the premises are hazard free. Staff employ suitable strategies to enclose an area of the adjoining playing field to enable children to access an outdoor play area and to benefit from physical exercise. Appropriate procedures are in place to promote children's good health, primarily through suitable hygiene procedures and the exclusion of children when ill. Staff maintain first aid qualifications; ensuring children receive suitable care following accidents or injury.

Children benefit from the open relationships developed between staff and their parents. Appropriate strategies are in place for sharing information between both parties, namely through notice boards, newsletters and the daily sharing of information upon children's arrival and departure. Policies and procedures are readily available within the hallway and a welcome pack, which also includes clear information on the Early Years Foundation Stage. Parents enjoy access to children's development records, which they are able to take home to read. Staff ensure parents are kept informed of children's achievements, particularly relating to new achievements, or 'wow' moments. However, staff do not currently share ideas with parents as to how they may extend children's learning at pre-school and current topics once at home.

Inclusive practice is promoted to ensure children's welfare needs are met and children make progress within their development. Activities and resources are readily available, although there are limited opportunities for children to self-select toys which have not been put out by staff prior to children's arrival. Suitable strategies are in place to support all children within the setting, particularly those with special educational needs or children for whom English is an additional

language, as required. Basic systems are in place to share information with other providers and to smooth children's transition on to school. Staff have a good understanding of how to adjust activities to appeal to both boys and girls. For example, following a painting opportunity with brushes, staff included a range of cars and trucks to entice boys to participate. Children receive appropriate opportunities to develop an understanding of diversity. For example, they celebrate different cultural festivals and benefit from access to a range of resources, which promote positive images of society.

The pre-school has recently undergone a period of change within the staffing and management structure. The present manager is proactive in evaluating the provision and driving and embedding improvement. She works effectively with the team of staff who play an active role within the changes being made. Regular meetings enable staff to share new ideas and ensure all are able to take an active role. Furthermore, the pre-school is receiving support from an advisory teacher and a development worker during this time of change. The management committee are supportive of the new initiatives being implemented.

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

Children enter the pre-school with ease and quickly settle into the routine of the day. Low-level, colourful posters promote a child-friendly environment. A good range of play opportunities and activities, which cover all areas of learning are provided and ready for children on arrival. However, the planning and provision of activities does not consistently challenge the more able children in order to maximise their learning potential. For example, during a painting activity, pieces of paper in the shape of different fruits are drawn and cut out by the staff and children use the same range of resources to paint, regardless of their age or ability.

Children experience a good balance of adult led and child initiated activities and play opportunities, with most children being keen participants. Staff take into consideration children's interests when planning topics and activities. For example, children enjoyed making snowflakes following heavy snowfall. Staff conduct observations on children to record their achievements, although this information is not regularly updated within children's development records or effectively used to inform the future planning of learning opportunities or to promote children's next steps within their individual development. Systems for recording children's progress are not consistent, with a range of different formats in place. As a result, it is difficult to obtain a true reflection of where individual children are within their learning journeys.

At times, staff use spontaneous opportunities to promote children's learning. For example, when playing with dough, staff talked to children about the different letters they were making with the dough cutters. Although children have limited opportunity to self-select toys from the storage cupboard, they do benefit from being able to make choices from a craft unit. A further area, which is also well presented and resourced, is the home corner. As a result, children engage very

well within these areas. Children also show good skills when using the computer. For example, they are able to complete a number of different programmes and display good hand-eye coordination skills with the mouse. Children come together well for group activities, particularly when playing parachute games. They enjoy playing together, cooperate well and follow the instructions by staff. When issues over sharing and taking turns arise, staff use suitable behaviour management techniques to resolve conflict. Children are gaining an understanding of danger. For example, they practise the fire evacuation procedure to ensure they are aware of the action to take in an emergency.

Staff promote hygiene and healthy eating within the pre-school, with the snack routine recently changing away from biscuits to healthier options of fruit. Children are gaining in independence at these times and enjoy washing their hands before eating, pouring their own drinks and helping themselves to snacks. Following their snack, they wash and dry their cups. Children are able to be active outdoors, with an appropriate range of resources available to promote their physical development.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	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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