

Horns Drove Community Pre-School and R.A.S.C.A.L.S

Inspection report for early years provision

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Inspection date	07/12/2009
Inspector	Fiona Robinson
Setting address	St. Johns C of E Primary School, Bakers Drove, Rownhams, Southampton, Hampshire, SO16 8AD
Telephone number	0238 073 9982
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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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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Horns Drove Community Pre-School and R.A.S.C.A.L.S (Rownhams After School Club and Learning School) registered in its current setting in 2007. It operates from two rooms in a purpose built lodge in the grounds of Rownhams St. John's School. There is ramped disability access to the building. A maximum of 30 children may attend the setting at any one time. The pre-school opens Monday to Friday from 9.00am to 12.00pm and from 12.00pm to 3.00pm during term times. R.A.S.C.A.L.S opens Monday to Friday from 3.00pm to 6.00pm during term times. A new addition to its provision is the holiday club that runs from 8.45am to 5.45pm for up to 30 children aged four to 11. All children share access to a secure enclosed play area. There are currently 59 children aged two to under five years on roll for the pre-school. Of these, 35 receive funding for early education. There are 45 on roll for the after school club, of whom, seven are under five years of age. There are 12 members of staff working with children in the setting, and all but one has suitable qualifications. The other adult is undergoing training for National Vocational Qualification at Level 2. Horns Drove Community Pre-school and R.A.S.C.A.L.S is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, the quality of the provision is excellent, because children are fully included in a wide range of activities. Children behave very well and excellent partnerships with the parents help them to feel settled. Their safety and well-being are promoted very effectively. The manager and staff demonstrate an excellent knowledge of the setting's strengths and areas for improvement. They have excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the communication, language and literacy skills of the children in the pre-school
- develop assessment and recording procedures for the youngest children in the after school club.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well, because staff have an excellent awareness of health and safety issues in the pre-school setting and the after school club. Security within the setting is outstanding and children are very well supervised

indoors and outdoors. Staff carry out regular risk assessments and comprehensive policies and procedures are fully implemented to keep children safe. There are robust systems in place for staff recruitment and vetting, and the collection of children. Excellent use is made of the outside area and children use a range of equipment that is safe and suitable for their age. Children are very well supervised indoors and outdoors.

Partnership with parents is excellent and staff keep them well informed of their children's achievements. Parents say their children have fun and really enjoy coming to the pre-school and after school club. They provide wonderful support and recently took part in the 'big dig' to improve the layout of the outdoor area of learning. They praised the settings for organising their first Sports Day and said it was really enjoyed by children and parents. They are kept well informed of topics and special events through informal discussions, the website, letters and the notice board. The relationship with schools involved with the pre-school and after school club is excellent. The setting benefits from the use of its facilities, including the outdoor environment.

Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. The views of staff, parents and children are considered carefully when identifying priorities for planning. Both settings are very well led and managed. Staff actively promote equality and diversity and very effective use is made of resources to meet the needs of the children. Children are fully integrated into activities and achieve very well. Staff meet together regularly and demonstrate an excellent commitment to the development of the pre-school and out of school club. Their strengths lie in strong teamwork and they are keen to implement new ideas. They work hard to enrich their qualifications and expertise. There is rigorous monitoring of the children's achievements in both settings. Staff have identified the need to further develop the children's speaking, reading and writing skills. The setting is developing systems for recording the achievements of the younger children.

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

In both settings, there is very well planned purposeful play. Staff have an excellent understanding of the children's interests and build these into activities. For example, the younger children enjoy going on nature walks, pond dipping and looking for insects. Staff evaluate their planning carefully and use the information gained to plan further activities to develop the children's skills. Information is shared daily and recorded by pre-school staff in the children's 'All About Me' learning journeys. This system of recording the achievement of the youngest children is being developed in the after school club.

Children's behaviour is excellent. They listen well, take turns and share their resources with other children. They are keen to come to the after school club because staff are experienced in providing exciting activities. For example, children enjoy wrapping presents and making and decorating crackers for Christmas. Festivals, such as Diwali and the Chinese New Year develop their experiences.

Staff have an excellent relationship with the children and encourage them to be independent and thoughtful towards others.

Children attending the pre-school are provided with an excellent range of activities, which help to develop their social, language and mathematical skills. Most count up to 10 and beyond and enjoy singing 'Five rainbow ducks went swimming'. They recognise their names and self-register, and listening skills are developed well when staff read stories, such as 'The Very Hungry Caterpillar'. Their phonic skills are developed well in circle time and staff have identified the need to further develop their communication, language and literacy skills. Children enjoy making Christmas stockings and different shapes out of silver playdough. Their skills are developed well through topics, such as 'Winter'. Festivals, including Christmas enrich their experiences.

Children enjoy opportunities to develop a wide range of physical skills and learn how to use apparatus safely. Healthy eating is promoted very well through preparing fruit kebabs for snack time. Children respond very well to the excellent care and support given by staff as they make Christmas puddings and create glittering snowmen and icicles. Their safety is promoted very well because staff carry out regular fire drills and risk assessments. Children have an excellent understanding of the need to take exercise and gain a good knowledge of how to use tools safely when constructing models. They enjoy fundraising activities and performing their Christmas nativity play at the local church. The children experience a happy, fun filled education and are very well prepared for their next stage in learning.

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	2
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	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met