

Old Court Community Pre-school

Inspection report for early years provision

Unique reference number	199392
Inspection date	25/01/2010
Inspector	Beverley Blackburn

Setting address	Station Road, Wootton Bassett, Swindon, Wiltshire, SN4 8QY
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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

Old Court Pre-school opened in 1974. It operates from premises in Station Road, Wootton Bassett, and serves families from the local area.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for no more than 56 children under eight years; of these no more than 16 may be under three years at any time.

There are currently 74 children in early years age group on roll. This includes funded three and four-year-olds. The setting supports children with learning difficulties and/or disabilities and children with English as additional language.

The pre-school opens five days a week during term-time. Session times are two to three year olds 09.00- 11.30; Monday, Tuesday, Thursday and Friday mornings. Three to four year olds 08.45 -11.45; lunch sessions 11.45-12.45 and afternoon sessions 12.45 -15.45. Sunshine Club (holiday playscheme for three to six-year-olds) opens during school holidays from 8.30 to 15.30.

Nine staff work directly with the children. Of these eight have early years qualifications and few are currently on training programmes. The setting receives support from a teacher/mentor from the Wiltshire Early Years Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are cared for in a stimulating environment, which promotes their welfare, learning and development needs very well. Individual children's needs are met effectively because staff are proactive in working with parents and other professionals and plan and provide an inclusive learning environment. The playgroup has clear and well targeted plans in place for future improvement to enhance the children's learning experiences.

What steps need to be taken to improve provision further?

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

- work collaboratively within the setting to share knowledge, question practice and test new ideas - with high aspirations for every child
- ensure all parents are consistent in recording the arrival and departure of their child, to ensure the children's safety is maintained

The effectiveness of leadership and management of the early years provision

The playgroup has a strong commitment to ensuring all information, including the policies and procedures, which underpin its effective management, is shared with parents and carers. The staff take a professional approach to their roles in

understanding the need to safeguard the children. As a result, the arrangements for safeguarding children are robust. Parents are given the responsibility to sign their children in and out of the setting and record their arrival and departure times, ensuring their children's safety, however, some parents are not consistent in carrying out this task.

The playgroup actively promotes equality and diversity. They teach children to embrace other cultures, to respect and value them. The playgroup does this by ensuring there is a good range of resources promoting cultural diversity. The staff have a good knowledge of each child's background and needs. They routinely support every child to ensure their individual needs are met and that no child is disadvantaged. The playgroup is improving outcomes for the children and taking effective steps to close identified achievement gaps. The staff identify any additional needs for additional support, they share information and records where appropriate with parents and interagency teams to ensure each child gets the support he/she needs.

The rooms are bright and welcoming and are organised well. Toys and resources are easily accessible to the children. Children move confidently around the rooms and choose what they want to play with. The toys and equipment are able to support the children's learning and development effectively.

The manager has began to identify the strengths of the playgroup, as well as aspects for improvements, although this process of self-evaluation does not yet include input by the staff team or others. The group is actively involved in working towards achieving the Bristol Standards, which is also an evaluation process. Plans are already in place to improve the outdoor environment and to promote the professional development of staff. Since the last inspection, improvements have been made to address the recommendations, which have had a positive impact on the experiences for children. For example, evaluating plan activities in order to identify the next steps of children's learning. Staff members have attended external short courses and internal training workshops, which has helped to increase their knowledge and understanding of the Early Years Foundation Stage (EYFS) framework. Most staff are confident and competent in delivering the nursery programme to reflect the EYFS framework.

Staff demonstrate good knowledge and understanding of safeguarding children. Clear procedures are in place and experience has shown, are effective in practice. The playgroup environment is safe and secure for children due to the rigour of the risk assessment process. Daily checks are undertaken covering the whole of the group both indoors and outdoors. All staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. For example, children are taught to response quickly to danger and to leave the premises safely.

The playgroup has established effective ways of communicating with parents and carers. Comprehensive information is gathered at the start of a child's placement, promoting good continuity in both care and learning. This two-way flow of information continues throughout the child's time at the playgroup. Parents are actively involved in the assessment process of their child's learning and

development, through the consultation time with the staff. This enables the staff to take account of the parents' knowledge of their child's development and to use this information in planning for individual learning. The playgroup is proactive in establishing good links to other professionals and agencies. For example, the reception class teacher of the local school visits the playgroup and contributes to the EYFS programme and visits from other professionals such as the speech therapist help to support children's individual needs.

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

Children's learning is well supported through the provision of a good range of resources, a well-planned, interesting environment and interaction with knowledgeable and skilful staff. Children enjoy variety of stimulating activities both indoor and outdoors. They explore the spacious garden where they run and use climbing equipment such as climbing frame. Children show enjoyment in exploring in the garden, building a ball run and digging in the garden.. Children learn to use a range of tools with skill. They enjoy activities such as observing cones under the magnifying glass, seeing the kaleidoscope of pattern and colours, which helps in developing their understanding of problem solving, reasoning and numeracy. The younger children experience a variety of activities to promote their all-round development. They enjoy playing with simple construction bricks, sensory toys, mark-making materials and art and craft such as painting. Staff are effective in supporting children's learning communication skills, for example, encouraging conversation, using effective open questioning when supporting older children in their activities. Children respond well to staff instructions, they are polite and considerate with each other, always using please, thank you. Children constantly receive praise and encouragement for their achievement.

Children are making good progress in all areas of learning. Staff carry out regular observations and record these in each child's learning journey journal. Most staff are able to link the six areas of learning effectively to the planning. However, not all staff are confident in planning the children's next steps in their learning and development from their observation and assessment. Most staff make assessments, based on their observations, as to where children are in their learning and development and plan activities to promote progress towards the early goals. The planning takes account of children's interests and information from parents. Most staff have a good knowledge of the EYFS learning and development requirements and are confident in helping children learn appropriately both in and out of doors. Most children including those with learning difficulties and those with English as additional language are making good progress towards the early learning goals.

Children's healthy lifestyle is promoted effectively. They enjoy regular physical exercise and learn about healthy eating. Staff are well aware of children with particular dietary needs and work in partnership with parents to provide appropriate snacks. The playgroup is proactive in encouraging the parents to provide the children with healthy lunch boxes. However, parents are not always responsive. Children's personal hygiene is promoted effectively by staff, and

children demonstrate their understanding of routine. Children understand about keeping themselves safe while at the playgroup and on outings, where they learn about road safety and behaving safely together. The good relationship between the staff and parents/carers helps children to succeed and promotes continuity of care and learning. Parents are happy with the care and education their children are receiving and show their appreciation through thank you cards and letters.

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	3
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	3
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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Annex B: the Childcare Register

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

Met