

Denmead Pre-School

Inspection report for early years provision

Unique reference number

110352

Inspection date

16/03/2010

Inspector

Lisa Ellis

Setting address

Memorial Hall, Hambledon Road, Denmead, Waterlooville,
Hampshire, PO7 6PW

Telephone number

07751 273714

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Denmead Pre-School is a privately owned group that registered over 20 years ago. It is situated in Denmead Memorial Hall in Denmead village, near Waterlooville, Hampshire. Accommodation includes a large hall, small hall, kitchen and toilet facilities and an outside play area. The children who attend come from a variety of cultural and social backgrounds.

The pre-school is registered on the Early Years Register to provide care for a maximum of 30 children aged two to five years at any one time. There are currently 48 children on roll. The pre-school is in receipt of government funding for early years education and supports children with special educational needs and/or disabilities and those who have English as an additional language. The pre-school opens each week day during term time. Opening hours are 9:00am-3:00pm on Mondays, Tuesdays and Fridays and 9:00am-12:30pm on Wednesdays and Thursdays.

The owner of the group employs two qualified leaders who are jointly responsible for the day to day running of the pre-school. An additional seven members of staff work with the children, six of whom are qualified and one who is working towards a child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are well established and have a good understanding of each child as an individual which enables them to meet all children's needs effectively. All of the recommendations made at the last inspection have been addressed to promote positive outcomes for children. The staff team work well together to highlight areas for development which contributes to the continuous improvements within the pre-school, for example, the outdoor play space is being enhanced to provide more experiences for the children.

What steps need to be taken to improve provision further?

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

- continue to develop the garden area to provide children with further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as all adults have been appropriately vetted. Good procedures are in place for the recruitment and vetting and staff and new staff are

appropriately inducted. Effective systems are in place to annually appraise the staff and highlight areas for further professional development to ensure their knowledge and skills remain up-to-date. Security is given a high priority and children are very well supervised indoors and when playing outside. Staff have a good understanding of child protection and have secure procedures in place should they have concerns regarding children's welfare.

Resources are very well deployed to meet the needs of the children. There are staff rotas in place which enables the sessions to run smoothly and prevent the children being disrupted in their play. There is an extensive range of equipment that is kept clean and well maintained to promote children's safety. The rooms are well laid out to enable children to move freely, selecting resources of their choice which increases their independence and builds their confidence.

All children are respected and treated as individuals. Children with additional needs are very well supported by staff who work well with parents and other professionals to ensure children reach their full potential. Resources show positive images of diversity and children learn about other cultures and beliefs through well planned activities, for example they celebrate Holi at the same time as Easter to represent the starting of new life.

The staff team strive for constant improvement by attending training and cluster meetings and trying out different ways of working to maximise the opportunities for children. They have completed a detailed self-evaluation which highlights their many strengths and areas they wish to develop further, for example, the garden which has recently had a area laid with tarmac. Their own priorities now focus on ongoing improvement to the outside area.

Positive relationships have been formed with parents and carers and other early years settings that the children attend. New parents are provided with a detailed prospectus which gives them information about the staff team as well as explaining about the Early Years Foundation Stage and the types of activities the children will be involved in to enable them to make progress in all six areas of learning. Staff are always available to speak to parents at each session and value their involvement in the pre-school, for example, by volunteering on the parents rota. Staff arrange days for the males in the children's home lives to join in and play with them during pre-school sessions. Communication books have been set up to share information between other settings that the children may attend to develop positive partnerships which help to meet the children's individual needs.

Each child has a key person who has regular meetings with parents to discuss the individual progress that children are making and to discuss the next steps in their development. Questionnaires are sent out to parents each year asking for their comments and what they feel can be done to make the pre-school even better. Staff then collate the information and prioritise areas for improvement. The vast majority of comments are highly positive and action has been taken to address comments for improvement. For example, play packs have been introduced which contain resources and activities for parents to take home and complete with their children following comments that more ideas of what to do at home would be beneficial.

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

Children are very well occupied throughout the sessions. There are many activities set up for their arrival and additional resources are put out at the children's request, for example, extra bicycles for the garden. Children are making very good progress in all areas of their learning and development as the staff interact very well with them and have a very good understanding of their individual interests. Staff undertake observations on the children to monitor their progress and highlight the next steps in their development.

Children show high levels of confidence and feel safe in the care of the staff. They learn about their own health and safety through discussions and activities, for example they talk about the changes in their bodies following exercise and recognise that they may need a drink after running around outside. They follow good hygiene routines and enjoy visiting the pre-school café which promotes healthy eating and encourages children's independence. They select their own snacks and drinks and wash up their own plates and cups to help develop their self-care skills. Regular fire drills are practised to teach children about their own safety. Visits from the fire service and follow up activities, such as dressing up as fire fighters and building their own fire engine increase their awareness in a fun and enjoyable way.

Children's understanding of communication and mathematical concepts are progressing well which helps to develop their skills for the future. They are good at listening in whole group activities and have many opportunities to practise their emergent writing skills, for example by using chalks, paints and pens indoors and painting with a mud and large brushes outside. Children show their creativity and imaginations through art, dressing up and by making their own tunes with musical instruments. Children are very sociable and play well together, their behaviour is very good as staff give clear guidelines on acceptable behaviour and reward them with stickers and praise when they have behaved well. Children are good at taking turns and sharing and often help each other out, for example, when trying to build a high tower.

Children thoroughly enjoy exploring, for example, taking magnifying glasses around with them to study different textures and mixing paints to make their own colours. Staff maximise children's learning opportunities by asking them questions to encourage them to think and problem solve for themselves. Children develop a good understanding of technology and use the computer with confidence. Resources are adapted to ensure all children can take part and those that require additional help are very well supported by the staff. Children use the computer to play a variety of educational games as well as gaining good control of the mouse and learning basic functions such as clicking and dragging. Children develop good fine and gross motor skills by using a wide range of resources 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?	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

