

# Copythorne Pre-School

Inspection report for early years provision

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**Unique reference number** 110114  
**Inspection date** 10/03/2010  
**Inspector** Dinah Round

**Setting address** Parish Hall, Alford Corner, Pollards Moore Road,  
Copythorne Winsor, Southampton, Hampshire, SO40 2NZ  
**Telephone number** 023 80812478  
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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

Copythorne Pre-School opened in 1964. It operates from the community hall in the village of Copythorne Winsor near Southampton in Hampshire. The group is run by a voluntary management group committee and serves the local and surrounding areas. The group has use of the large hall and small side room, plus access to a kitchen, toilets and an enclosed outdoor area which has safety surface. The pre-school is registered on the Early Years Register to care for a maximum of 30 children between two and the end of the early years age group at any one time. There are currently 35 children on roll; of these, 17 children are receiving funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and welcomes children who speak English as an additional language. The group is open five days a week from 9.30am to 12.30pm, and will soon be offering sessions from 9.00am. Children attend for a variety of sessions during the week. There are five staff who work with the children; of these, four are qualified in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the relaxed and friendly environment. Staff know children well; they link with parents and other professionals to make sure that children's individual needs are well supported. Children enjoy a wide range of activities, both inside and out, which are provided according to their interests and helps them make progress in their learning and development. Staff have informal systems in place to continue to monitor and evaluate the provision to help improve the learning 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:

- update the safeguarding policy to include the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and welfare) 24/03/2010

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

- make greater use of open-ended questioning to extend children's learning, and introduce number and counting in everyday routines and activities
- review the layout of indoor activities so they are organised effectively and update the book corner so it is more inviting for children
- continue to develop systems to evaluate the provision and identify areas for improvement for children.

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

The provision is well organised with documentation maintained to support children's safety and welfare. Policies and procedures are regularly reviewed and include comprehensive recruitment and vetting procedures to make sure staff are suitable to work with children. Clear induction systems and regular staff meetings ensure that staff are clear of their roles and responsibilities. A child protection policy is in place, however, this does not include a procedure to be followed in the event of an allegation being made against a member of staff, which is a requirement. Staff have a clear understanding of the signs and symptoms of child abuse and the procedures to follow if they have concerns about a child's welfare. This helps to protect children. Detailed risk assessments and ongoing checks are carried out for all areas children use and for any outings, which help identify and minimise risks to children. Effective security measures and close supervision at arrival and collection times mean that children cannot leave the premises unsupervised.

Staff work together well as a team to make sure that the sessions run smoothly and all children can participate in activities. Effective use of free-flow systems between the different areas enables children to freely choose whether they play inside or outside. Staff set out a broad range of activities on a daily basis which are generally well positioned so that children can make independent choices about their play. However, some of the resources spill into others and the book corner is not very inviting which impacts on how often children use this area. There are some informal systems in place for staff to reflect on the success of activities, although thorough systems to highlight areas for improvement for children are not yet fully developed.

Parents receive regular updates about the provision through the parents' notice board, newsletters and the group's website. They can access the forum on the pre-school's website to provide suggestions and ideas for future developments for the group. Good partnerships are established with parents, and staff use information shared to help them support children's individual needs. Information about children's progress and development is effectively shared with parents both informally and through termly meetings. Parents are encouraged to get involved in their child's learning by taking home books to share with their child, and having 'Freddie' the teddy to visit then sharing details about his adventures. Staff link with other early years settings that children attend which helps to promote continuity of care for children.

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

Children are happy and settled; they feel comfortable to make their needs known as they can be assured of a warm and caring response. Staff know children well and get actively involved in children's play, providing sensitive support to help

promote their learning and development. However, staff do not make effective use of open-ended questioning to extend children's learning to help them reach their full potential. Staff carry out regular observations and assessments to monitor children's progress which are used alongside children's individual interests to plan future activities. Children behave well; they know what is expected of them through the familiar routines and clear explanations. They receive regular praise and encouragement for their achievements which help to boost their confidence and self-esteem.

Children's independence is fostered well as they freely select what they need for their self-initiated activities. They speak confidently to others, initiating conversations and describing what they are doing during activities. For example, the digital cameras generate lots of excitement and children confidently explain to others which buttons to press to take pictures. Children have good opportunities to experiment with mark-making tools during their play, which successfully promotes their emergent writing. They write messages in the police station role play and sign their name on the birthday cards they make. Children have access to a variety of resources to develop their understanding of shape, size and number, although opportunities to incorporate counting and number through everyday routines and activities are not maximised. Children's creativity is extremely well promoted as they freely access an extensive selection of sensory play materials. They eagerly take turns to mix ingredients when making playdough, independently select materials to make cards for others, and have fun experimenting with sand and water outside.

Children are encouraged to develop a healthy lifestyle. They follow regular routines for their own personal hygiene as they wash their hands before eating. Children make their own choices of fresh fruit from the snack bar and are able to help themselves to drinking water which makes sure they do not get thirsty. They benefit from free access to the outdoor play environment throughout the session which means they get plenty of fresh air and exercise. Children are helped to learn about how to keep themselves safe through the gentle reminders they receive from staff and taking part in emergency evacuation practices.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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