

# Alphabets Preschool

Inspection report for early years provision

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**Unique reference number** 109823  
**Inspection date** 10/02/2010  
**Inspector** Alison Large

**Setting address** Scout Headquarters, Recreation Ground, Botley,  
Southampton, Hampshire, SO30 2ES

**Telephone number** 0786 754 2988

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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**

Alphabets Preschool opened in 1973 and operates from the Scout Hall in the recreation ground in the Botley area of Hampshire. It serves the local area. A maximum of 26 children in the early years age group may attend the pre-school at any one time. It is the pre-school's policy to accept children from two years nine months. The pre-school is open each weekday from 9:30am to 1:30pm during school term times. All children share access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register.

There are currently 36 children in the early years age group on roll. Of these, 34 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with special educational needs or disabilities and also support a number of children who speak English as an additional language.

The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school provides a bright and child friendly area for children to play and learn. Children are cared for in a welcoming environment by well trained staff who meet children's welfare and learning needs with success. Effective systems, policies and procedures ensure children's individual needs are met. Committed staff work well with parents and other professionals to ensure all children are valued and included. Staff's good knowledge of each child ensures they successfully promote children's learning and development. Regular self-evaluation makes sure that priorities for development are identified and acted on, resulting in continuous improved outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- ensure the children's hours of attendance are recorded daily

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

The very good leadership and management of the pre-school ensures the staff work well as a team. Staff have a clear understanding of safeguarding children as they have attended training in child protection; new staff are informed about policies and procedures regarding all aspects of safety as part of their induction and on-going appraisal. Children are closely supervised at all times and risk

assessments are used effectively to identify and minimise risks both inside the setting and in the outside play area. Systems ensure children are protected well. For example, appropriate steps are taken to ensure adults working with children and those on the committee are suitable to do so. However, children's hours of attendance are not accurately recorded in the register to show what time they arrive or depart. The good deployment of staff and daily routines ensure children's individual needs are met well. For example, having a snack bar enables them to independently choose when to eat and drink. Good use is made of resources, a wide variety of activities are offered each session, with a balance of child-led and adult-led activities and they can freely access the outdoor play area throughout the session.

Staff recognise the importance of having strong relationships with parents to secure children's good progress. Effective measures are taken to involve parents fully in their child's learning. For example, a key person is allocated when a child first starts at the setting and parents are able to meet with staff regularly to discuss their child's needs, interests and progress. Parents are kept well informed about the setting through regular newsletters, notice boards and a parent table in the foyer. Parent questionnaires are also used to ensure parents are happy with the provision and enable staff to address any concerns that might be raised. Parents report they are welcomed into the setting and are able to talk to staff who provide good support and information. The pre-school has good links with local schools, and also other providers, for children who attend more than one setting. There are good systems in place to monitor and evaluate the effectiveness of the setting, all staff are involved in the evaluation process and an ongoing development plan is in place.

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

The pre-school is warm and welcoming to the children, and they are able to move around freely and access a wide range of activities and resources. Children are happy at the setting where they are well supported and actively encouraged to achieve and enjoy. Equality and diversity is promoted well. Resources are easily accessible and ensure all children can take part. Good use is made of toys, posters and books to promote positive images, and resources such as multi-cultural role play dressing up clothes help children learn about diversity. Boys and girls are equally encouraged to use all resources. Children who speak English as an additional language are supported well and made to feel welcome, and staff use words in the child's own language. Staff use resources to promote counting and use of numbers. Some children are able to recognise numbers and are able to count to 10 and above. Children use counting in songs and rhymes and when completing puzzles. Children have opportunities to recognise their names, as they self-register and find their names at snack-time. Some children are beginning to show signs of writing the letters of their names which is encouraged as a matter of course by staff, for example, on art work. Staff get to know the children well and maintain records of their starting points and observations of their progress. They use this information to plan for the next steps in each child's learning. This enables children to make good progress in all areas of learning.

Children feel secure at the pre-school and develop a strong sense of belonging due to the good systems put in place by staff. Children feel valued as they proudly show parents their art work and photographs of their achievements. Children learn effective methods to help them take turns and manage their behaviour. For example, they use a sand timer to monitor the time they spend on the computer. High emphasis is given throughout the session to helping children to become independent and learn skills for the future. They learn to put on painting aprons, wash their hands after using the toilet and put their own coats on when going outside. This results in children being confident and learning self-care skills. Children learn about keeping healthy as they learn good hygiene procedures. For example, they use wipes on their hands before eating snack and after using a tissue to wipe their nose, they throw it in the bin. Children's safety is assured as the main door is kept locked and all visitors to the setting sign in and out. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. Children and staff take part in regular emergency evacuation drills so they are familiar with the procedure.

## 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	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

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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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