

# Alverstoke Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109780
<b>Inspection date</b>	29/01/2010
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<b>Type of setting</b>	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

Alverstoke Pre-School is a community group managed by a committee that registered in 1965. It operates from two rooms in a community building in Gosport in Hampshire. The pre-school serves the local community and opens for 10 sessions a week from Monday to Friday during school term times only. Sessions are from 9.00am to 12.00 noon and 12.45pm to 3.45pm.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children under eight may attend at any one time. It is the setting's normal practice to accept children from two-years-nine months. There are currently 76 children on roll, of these, 63 receive funding for provision of early years education. The pre-school currently supports children with special educational needs and/or disabilities and children with English as an additional language.

The pre-school employs 13 members of staff to work with the children, seven have appropriate early years qualifications to NVQ level 2 and 3 and one continues to train to gain her Early Years Professional Status. The preschool receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Caring staff provide an inclusive environment. All children, including those with special educational needs and/or disabilities and those children with English as an additional language, are appropriately supported in their learning. Staff have identified, however, that more resources are required to support those learning English. Friendly working relationships have been established with parents. Staff consult with them to ensure all children's needs are met enabling them to make as much progress as possible given their starting points and abilities. The staff continue to reflect on practice and systems and through discussion show a clear willingness to make continuous improvements. Children are generally happily occupied throughout the session. However, at times, activities are not well promoted and lack focus to maintain the interest of the children.

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

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

- ensure nominated staff responsible for child protection continue to update their knowledge and understanding of safeguarding children issues
- review all areas to ensure that children are appropriately motivated and stimulated enabling them to remain focused and captivated in the activities provided (especially relating to the book corner)
- maintain and use observations and assessments made of children to identify

next steps and match these to the expectations of the early learning goals so it is clear to see the progress they make during the Foundation Stage

- develop the learning environment, resources and teaching methods to enable children to develop and use their home language in their play and learning whilst providing meaningful context in which children have opportunities to develop English
- conduct regular staff appraisals in order to identify the training needs of staff and ensure a programme of continuing professional development is devised to ensure these needs are met
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Suitable systems are in place to ensure that children are appropriately safeguarded. Staff are clear about the procedures to follow if they have concerns regarding child protection issues. Policies for safeguarding children are regularly reviewed, managed and understood by parents and staff. The manager is currently organising updated child protection training for herself and others. Children are kept safe as staff are vigilant about safety issues. For example, continual monitoring ensures they are accompanied around the shared provision as they access the outdoor area. Risk assessments are effective and this means that children play and stay safe, supported by daily safety checks.

Staffing levels allow for children to be well supervised at all times, and most staff hold a first aid qualification which ensures any minor accidents can be dealt with effectively. Children's additional needs are identified as soon as possible with additional support requested to ensure they are appropriately supported. Staff are currently working with others to access resources to support children whose first language is not English.

The staff team have continued to work closely together at this time of change and the acting manager is new to her role. Effective recruitment procedures ensure all staff are cleared and suitable to work with children. Appraisal systems are in place, although not used currently as staff are awaiting training in this area. They work well as a team and more regular team meetings have been organised. Areas of weakness have been identified and those in charge demonstrate the capacity to tackle them effectively and progress is being effectively monitored. Staff are focused on helping all children make progress in their learning and development, and promoting their welfare. The deployment of resources is satisfactory, however, some are not promoted effectively to interest or challenge the children's learning.

Effective working partnerships with parents and other professionals ensure that the individual needs of the children are recognised. They report friendly working relationships with staff and are offered regular opportunities to discuss their child's development with their key person.

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

Children are happy and settled and generally occupied with suitable activities. Planning is flexible and generally responds to children's interests and ideas. Children enjoy the activities that staff support when learning remains focused. However, they quickly lose interest in other activities that are not well promoted. Warm and affectionate relationships with each other and with familiar staff caring for them are evident. Children are encouraged to be kind to each other and to share and take turns, for example, a timer helps them as they wait for a turn on the computer. Children show confidence and ability and their good language skills help them to share their thoughts regularly with the staff. Children learn about their local community and those around them. They begin to learn about the wider world although staff have already identified that more resources are required to promote differences and diversity.

Children enjoy stories and have fun using the resources provided by staff to bring the story to life. However, the book areas are not well promoted, resourced or organised. Children have opportunities to make marks as they record notes on clipboards, and take part in a variety of painting activities, for example, using a scraper to pull across brown paint to make a pattern. Another group concentrate well on the task of building a tall tower, whilst others use their imagination well as they play with the railway. Small groups of children sit with their key staff to, for example, play board games using a large die that helps them to recognise numbers. Outdoor and physical activities are a favourite with the children who join in with enthusiasm and have fun with each other with suitable support given by staff. Key persons undertake observations of children, however, this information is not always used effectively to identify next steps in learning. This has, however, been identified as an area for development and staff are booked to attend training to develop their knowledge.

Children begin to understand about keeping themselves safe as they move around the premises and staff are on hand with gentle reminders. Emergency evacuation procedures have been practised with the children, however, these have lapsed recently. Children behave well and become aware of the boundaries set as they play together. Staff are on hand to help them to learn and negotiate how to resolve issues that arise. Children are developing a healthy lifestyle through their daily routines as they enjoy regular exercise, both indoors and out. They enjoy a café style snack of fruit, vegetables and cheese, milk and water and this effectively supports their developing independence and understanding of a healthy diet.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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