

The Avenue Pre-School Playgroup

Inspection report for early years provision

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Inspector	Claudia Padfield

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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

The Avenue Pre-School opened in 2006. It is a committee run pre-school and operates from the main hall in the Avenue Methodist Church in High Wycombe. Children have access to the main hall with toilet facilities available within this area. The pre-school is registered on the Early Years Register to care for a maximum of 28 children. There are currently 32 children on roll attending a variety of sessions, aged from two years six months to five years. Sessions are from 9.30am until 12.30pm Monday to Friday during school term time. The pre-school supports a high proportion of children with English as an additional language. They support children who have learning difficulties. The pre-school employs five staff, of whom four hold the relevant early years qualification. 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 settle well in the calm and purposeful atmosphere, staff are continually reviewing and evaluating the service they provide responding to the varied needs of the children that attend and ensuring that each has individual planning for their next steps in learning. The staff team work well together and have regular meetings to discuss outcomes for children. However not all staff have the understanding of the Early Years Foundation Stage to reflect on observations and plan future learning without the support from senior staff. Parents are welcomed and consulted through regular questionnaires and conversation with the staff. The inclusive environment values the diverse needs of the children and families promoting good levels of care and learning for all.

What steps need to be taken to improve provision further?

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

- increase the access to computer and technology style equipment and learning
- develop staff understanding of the Early Years Foundation Stage to aid observations and the planning of children's next steps in learning

The effectiveness of leadership and management of the early years provision

Children enjoy playing in the safe environment, where staff minimise risks and potential dangers through regular risk assessments. Children are learning about staying safe and being healthy as part of the daily routine. They understand the importance of hand washing and need little reminder to complete this task. Snack time is a sociable occasion giving staff time with key children to share news and achievements of the day. Robust systems are in place to protect children with

allergies and ensure all feel fully included. The staff team have attended safeguarding training and have a good understanding of the procedures to follow should a concern arise. Clear vetting procedures are in place to ensure staff are suitable to work with the children.

The pre-school staff continuously reflect on the service they provide responding to the needs of users. Staff have clear roles and responsibilities that ensure the children's individual learning and welfare are catered for. Dual language signs, visual timetables and lots of one to one adult interaction promote good self esteem and confidence. Children have lots of opportunities to explore the diverse range of cultures that attend and within the local community. Children settle to chosen activities well and have sustained concentration; they work cooperatively in small and large groups engaging staff members in their imaginary games. Staff have to balance health and safety risks when using the outside decked area and as a result this has limited access during the winter months due to slippery surfaces. However gross motor activities are planned and incorporated into the large space within the hall. Children use the exercise machines and a range of small equipment learning to throw and catch with confidence. This demonstrates a clear vision and understanding of the regulatory requirements. This aids the staff team to drive forward future improvements in the provision they provide.

Staff work closely with parents and outside agencies who are very pleased with the support children receive. Planning and sharing skills enables children to progress well and feel secure in the setting. The attractive presentation of toys and resources enables children to make choices during play and then at the end of the session when they have to be packed into the cupboard children diligently help to tidy away. Children behave very well and respond to staff's sometimes very high expectations.

The pre-school has started to develop partnerships with other settings that the children attend. The local reception teacher has visited the children who will be moving up after the Easter holiday and staff keenly support smooth transitions for all children. The setting is well placed in the community and staff use this during celebrations to invite visitors to speak with the children and extend their knowledge of the wider community.

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

Children enjoy their learning and busily engaging themselves in focused activities. They show independence as they choose resources from low storage units containing small world or construction kits. Children play together enjoying the sand in an imaginary building site. They take turns and share the cement mixer well. Staff are skilful at ensuring all are included in the chosen activity and introduce new vocabulary and skills to widen the learning experience. Children feel secure and happily seek comfort and reassurance from key staff, who use the children's home language to aid this process and promote a sense of belonging.

Staff ensure children have varied opportunities for mark making. For example

when painting on the fence, they have the space and time to experiment with large and fine movements and enjoy watching the water dry. Children relish the opportunity to go and fetch more water, concentrating so they do not spill any on route from the bathroom. The children discuss how much they will need and support each other to manage the steps and make it back to the garden. This builds self esteem, cooperation and a sense of belonging in the group. Children develop good levels of curiosity and activities stimulate and sustain their interest. However the group does not provide enough opportunities for children to use information technology. The setting's computer is not working and many of the programmable toys do not have working batteries.

Children are learning how to stay safe and be healthy, the staff team acts as a good role model explaining why they need to walk and not run inside. Children behave well and follow instructions, keenly helping staff in day to day routines such as tidying up the toys. These skills are preparing them for the transition to school.

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

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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	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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