

White Rabbit Pre School

Inspection report for early years provision

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Inspector

Linda Cook

Setting address

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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*.

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

White Rabbit Pre-School is managed by Catterick Garrison Pre-School Group, with a manager employed to take responsibility for the daily running of the group. It has been registered since 1992, although it was originally established in the 1970's. It is located in two buildings on the Baden Powell estate in Catterick Garrison and serves the army families who live in the area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum 96 children from birth to five years and there are currently 96 children on roll. They offer funded nursery education places for children of an eligible age. Opening times are from 9am to 3pm, Monday to Friday, during term time only. The pre-school welcomes children who have special educational needs and/or disabilities, and those who speak English as an additional language. The accommodation consists of four rooms for the children, who are cared for in age appropriate groups, toilets, two fully fitted kitchens and an office. There are two enclosed outdoor play areas.

There are 13 members of staff working with the children on a full or part-time basis; 10 of whom hold a relevant childcare qualification and two are working towards a qualification. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An inclusive service is provided which promotes children's individual welfare needs. The positive and caring relationships developed with all children ensures they are settled and relaxed in a welcoming and stimulating environment. Clear safeguarding procedures, vigilant staff and effective security ensures children are cared for in a safe environment, where they are free to explore and develop new skills. Effective self-evaluation systems ensure the continuing development of the service provided and to build on the good practice in place. Recommendations at the last inspection have been successfully addressed resulting in improved provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children under three years of age to access outdoor play and to enjoy the fresh air
- provide home style furniture in the baby room for staff to sit and feed babies and to enjoy close contact and quiet times together.

The effectiveness of leadership and management of the early years provision

The setting has a welcoming atmosphere with friendly, approachable management, and staff who work well together as a team, successfully promoting children's welfare and learning. Records, policies and procedures required for the safe and efficient management of the setting are in place; they are shared and understood by all through a structured induction process and regular staff meetings. Policies and procedures are regularly reviewed and ensure all children are safeguarded and included, and that their individual needs are met. Robust systems are in place for recruiting and checking the suitability of new staff. All staff attend ongoing training to ensure their knowledge and skills are kept up-to-date. For example, all staff undertake food hygiene and child protection training and maintain a current first aid certificate. All staff receive regular feedback through appraisals, where development and training needs are identified, resulting in a team commitment to professional development. Risk assessments which cover all areas of the provision including outings are completed and regularly reviewed to ensure children's safety.

A formal system of self-assessment has been introduced which is successful in identifying strengths and areas for development, and the setting is receptive to outside support from local authority workers to help them do this. Recommendations set at the last inspection have been addressed, ensuring medication and complaint records are kept confidential and plates are provided at meal times. Planning and assessment systems have been revised to meet the requirements of the Early Years Foundation Stage. These are based on the individual children's starting points and capabilities to ensure all children receive appropriate challenge to maximise their learning and progression. The setting has recently secured funding to develop one of the outdoor play areas and has long term plans for the development of the other. As a result, the older pre-school children enjoy free-flow opportunities to the outdoors for most of the session. However the existing area for the younger children is not fully utilised to ensure children have daily opportunities for outdoor play and to enjoy the fresh air. Staff and resources are very well organised, however, the lack of home style furniture in the baby room means there is no comfortable seating for staff to sit and feed babies or to sit and enjoy close contact and quiet times together.

Relationships with parents are very positive; their contributions are welcomed and valued. Parents are actively encouraged to contribute their ideas and opinions on the setting through regular questionnaires and their views are used to inform development plans. Detailed information is gathered from parents and used to identify starting points in children's learning and to plan for each child's particular needs. They make regular contributions to their child's learning records as the children grow and develop. Staff ensure they are kept fully informed of their children's progress through verbal feedback at delivery and collection and through written records. The majority of children have at least one parent who is a serving member of the army. The setting has established systems both written and electronic to keep those parents serving abroad informed of their children's progress. Parents spoken to at the inspection visit are very satisfied with the service provided. They state staff are welcoming and approachable; their children

enjoy attending and are provided with a wide range of activities. They feel they are involved in and fully informed about their children's progress. Partnerships with other settings successfully ensure continuity of care and smooth transitions for children. Effective systems are also in place to ensure children with special educational needs and/or disabilities and children who have English as an additional language receive the support they require to maximise their progress, and for them to access all activities in an inclusive environment. To do this the setting works well with parents, army welfare and outside agencies.

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

Staff have a good understanding of the Early Years Foundation Stage of learning. They make regular, sensitive observations of the children as they play. These are used to inform planning and is effective in identifying individual children's next steps, and ensures they make good progress towards the early learning goals in relation to their individual starting points. Each child receives an enjoyable and challenging experience across all areas of learning, and their learning styles and interests are well considered. This is supported by a very good balance of child-led and adult- initiated activities based on children's interests and life experiences. Staff are skilful at supporting and extending children's play and learning as they play alongside them and use effective questioning and dialogue.

The indoor environment is welcoming and very well organised with defined areas of learning and ample space for them to move freely, safely and take part in physical activities. Displays and samples of children's work decorate all rooms. A broad range of resources which are well maintained, age appropriate and cover all areas of learning are made accessible to the children for self-selection. As a result, children are eager to explore all that is offered, initiate their own play and learning well, and remain actively engaged. Children are very familiar with the daily routines, are extremely confident and develop a high level of independence. They develop skills for the future as they develop their language and communication skills to good level, explore how things work and use information technology and interactive toys. They learn about the world around them, as they talk about the weather, explore the properties of ice and celebrate festivals from their own culture and that of others. They develop good concentration skills as they enjoy craft activities and spend a considerable amount of time matching shapes counting them and naming colours. In each room the children enjoy coming together for group activities. The pre-school children play group games, learning to take turns and they listen well and contribute at story time. Younger children sit together with staff as they sing and begin to participate in action rhymes. In the toddler room children showed real excitement as they explored the darkness in their den with torches and fibre optic lights. A wealth of photographs displayed in the setting and the individual children's learning journeys, show children enjoying a wide range of activities, that support and develop their creativity. They enjoy painting, playing musical instruments and acting out scenarios in well resourced role play areas.

Children are encouraged to be healthy, because they are provided with healthy snacks, regular drinks and have independent access to drinking water at all times.

They learn about the importance of good hygiene practices and become independent in attending to personal care needs. They help themselves to tissues and know to dispose of them in the bin. Staff ensure table tops and work surfaces are kept clean throughout the day and a clear sick child policy reduces the risk of cross-infection. Children begin to develop an understanding of keeping themselves safe through activities, such as practising emergency evacuations and safe road crossings. Children are very well behaved; they enjoy the praise and encouragement they receive from staff for all their achievements great and small. They are encouraged to use good manners and think about each other as well as expressing their own feelings in an appropriate manner. As a result, they are happy, settled and actively engaged and clearly benefit from their time spent at the setting.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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