

Cox Green Community Centre Pre-School

Inspection report for early years provision

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Inspection date	02/12/2009
Inspector	Gail Robertson
Setting address	Cox Green Community Centre, 51 Highfield Lane, MAIDENHEAD, Berkshire, SL6 3AX
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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

The Cox Green Community Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is overseen by the centre's management committee. The preschool is situated in the Cox Green area of Maidenhead, Berkshire. It operates from a hall and side room within the community centre. Children use the toilet facilities within the centre and have an enclosed outdoor play area. A maximum of 32 under the age of eight years children may attend the pre-school at any one time. There are currently 36 children on roll; all children are in the early years age group. The provision is open each week day from 9.15am until 12.15pm, term time only. There is a lunch club available from 12.15pm until 1.15pm on a Monday, Wednesday and Friday. The pre-school employs six staff, all of whom hold an appropriate early years qualification. The setting supports children who have special educational needs and/or disabilities and additional support staff are available if needed. There are strong links with nearby providers of Early Years Education and Care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development through the well planned activities that they take part in. Children feel safe and secure and they have an outstanding knowledge of how to keep themselves healthy and fit. The provision meets the needs of all children, has disabled access and is fully inclusive. There is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the opportunities within the curriculum for children to develop a greater understanding of the dangers associated with the railway line that runs close by the setting
- ensure that all planned activities contain opportunities for challenging more able pupils in order to accelerate their learning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because they are protected by thorough and detailed policies and procedures which the staff fully uphold and put into practice. For example, the provider completed thorough risk assessments to ensure children were safe when walking to the local secondary school to take part in the Remembrance Day assembly. An evaluation of the effectiveness of the procedures was undertaken; results were recorded and will be taken into account when planning the next visit. There is a detailed list of safety checks that all staff carry

out daily to ensure the setting is safe. Children assist the adults with these tasks so they can develop a better understanding of how to stay safe.

All the records, policies and procedures are shared with parents and are constantly being updated. The setting, however, does not keep a book for recording complaints should they arise. There are comprehensive child protection procedures and all staff are well trained in the procedures for dealing with any concerns that might arise. Staff are suitably checked and are given plenty of opportunities to attend courses to further their understanding of how young children learn and how to keep them safe from harm. Staff hold suitable qualification and some are completing higher professional training. All these measures help to give children a good standard of care and education.

The pre-school is held in the community hall which is shared with many other users; staff work hard setting up the preschool each day to make it attractive and cosy. The hall is kept secure and outsiders have to pass the centre's reception and buzz the door alarm in order to gain entry. Children are always escorted to the toilets. The outside area is closely supervised and is open to the children throughout the session. Resources are used well. There is a wide selection of good quality resources for the children to use; these are well maintained and well organised to promote children's learning. They are of a suitable size and are well stored so that children can select for themselves the items for their work and play. This increases their self confidence and independence.

This is an inclusive setting where all children and adults are fully respected. The recommendations from the previous report have been fully addressed and now form part of the nursery's procedures and practice. The needs and interests of the children are identified and met well. However, there are missed opportunities during some activities to challenge the more able children. For example, some youngsters were sweeping up leaves in the garden. They knew that the leaves turned from green to yellow to brown. However, the adults missed the opportunity to explain how the leaves decay and form compost which is beneficial for the garden.

The preschool has strong links with the parents and they all spoke highly of the information they were given about their children's progress. Parents are encouraged to look at their children's learning journals and add their own comments when visiting the setting and talking with the key workers. They also have regular formal interviews to review their children's progress. There are effective partnerships with the feeder primary schools and the secondary school on the same campus.

The setting is well run and managed. The supervisor is good at embedding ambition and driving improvement. She and her deputy are continually monitoring and reviewing everything they do to identify ways of improving the setting for the benefit of all the children. The manager knows the strengths and the areas she will develop in the future. They use the Ofsted evaluation form to enable all staff to make a contribution to self assessment and the outcomes are shared with the committee. Staff fully embrace the Early Years Foundation Stage documentation

and requirements. They work effectively and efficiently as a team guiding children in their learning, so they make good progress toward the Early Learning Goals.

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

Children are seen as individuals and the staff know each child and their family well. The setting is welcoming and staff and children wear their Cox Green t-shirts with pride. Children and all staff share a warm and caring relationship. Relevant information collected from parents and other sources is used well when children first start at the setting to ensure their particular needs are appropriately met. As a consequence, children enjoy learning and gleefully hail the staff with their news at the start of each day. They are pleased to see their friends and immediately set to work. As one parent reported, 'My child is so happy here that she wants to know why she cannot come on Saturday and Sunday!'

All children are provided with a good range of activities to help them learn and develop. Children thoroughly enjoy these activities. One child was overheard saying, 'I love playing.... I like helping Santa wrap up presents for me mum...and I always have lots of things to do with me friends'. They quickly become absorbed in their learning and make progress rapidly. For example, children were able to wrap Santa's parcels by cutting out lengths of paper and sticking them together using adhesive tape. They took great care and attention to cover the boxes so the contents were well hidden. They did not stop until the parcel was wrapped to their complete satisfaction. They then went on to help their friends, telling them what they have done and what they thought might be in the boxes. The staff used this opportunity well to engage the children in meaningful conversation, increasing their vocabulary as well as their ability to hold conversations with each other and adults. Children respond well to the praise given to them by the staff for their 'good job done'.

There is a good balance between the tasks chosen by the children and those planned by the adults. Story time is a favourite time for all the children. They listen attentively and willingly join in with the well known parts of 'There Was An Old Woman Who Swallowed A Fly'. Children carefully look at the pictures and are encouraged to guess what the old lady swallowed next. The bright and colourful book corner is used well for encouraging children to select books for themselves and to talk about the pictures and words with their friends. No time is wasted. Registration times are used well for problem solving activities, name recognition and practising sounds and counting. As a result, children make good progress in their learning and become active learners. This is good preparation for future life and learning.

Children have an exceptionally well developed understanding about health eating and how to stay healthy. At snack time, for example, they know they must pay attention to washing their hands before eating. They understand about healthy snacks and the importance of drinking lots of water and milk. After a strenuous time in the garden, riding on their trikes and sweeping up the leaves, the children were seen dunking their toast into their milk and making the most appreciative

noises when eating. One boy said that the milk was good for his teeth and another said it was helping her grow big and strong. Snack time is used not only learn about healthy eating and hygiene but also as a time for relaxing and enjoying each others company. The adults skilfully introduce games and activities based on word and sound recognition as well as counting so that every opportunity is used to develop their early reading and mathematical skills.

Children are clear about how to take care of themselves and each other. They confidently run, jump and engage in a range of creative activities and use their imagination in the role play area when pretending it is Christmas morning. They learn about people who will play an important part in their life. For instance, they enjoy visits from the police who regularly come into the setting to talk about dangers and hazards. However, they have yet to learn sufficiently about the dangers and hazards of the railway line which runs through the village and very close to the setting. Children are happy and contented here and make a great start to their school life and their learning journeys.

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	1
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

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