

Ole Bilingual Pre-School

Inspection report for early years provision

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EY403072

Inspection date

19/04/2010

Inspector

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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

Ole Bilingual Pre-School is a privately owned setting which registered to provide care for children in 2009. It operates from a community building in a quiet residential area of Highcliffe, near Christchurch in Dorset. Children have use of a large hall, which is for the sole use of the group during opening times. Easily accessible toilet facilities are available. There is a large outdoor area for play to the front of the premises.

The setting operates on each weekday during school term times. They offer sessions from 9.00am to 12.00 noon and 12.00 noon to 3.00pm, with the option of children staying all day. The group are registered on the Early Years Register and the compulsory part of the Childcare Register to care for up to 26 children within the early years age group, none of these may be under two years of age. There are currently 14 children on roll. The group employ a manager, who is qualified to level 3 in childcare and education. A team of three other staff are employed to work with the children, two have childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, motivated and clearly enjoy their time at the pre-school, making good progress in their learning and development. Children's individual needs are very well catered for and they benefit from learning Spanish as an additional language through bi-lingual staff. The owner and her staff have effective systems in place to evaluate the provision and take suitable action to address any areas for development to improve outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop further the registration system to ensure there is an accurate record of children's and parents' attendances (Documentation). 19/04/2010

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

- ensure that all children have opportunities to participate in emergency evacuation practices
- ensure that ivy is inaccessible to children.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as some staff have attended child protection training and have a suitable understanding of the procedures to follow if they have any concerns about a child's welfare. A designated practitioner is in place. The sound recruitment and vetting procedures in place ensures all staff are safe and suitable to work with young children, this helps to further safeguard children. All new staff complete thorough inductions and are buddied up with existing staff until they feel confident in their roles. The setting operates from a community building which they have sole use of during opening hours. It has a welcoming atmosphere, with friendly, dedicated staff who are enthusiastic and motivated. Staff are highly effective in organising the space to create designated areas for different types of play, such as craft, role play and stories. Staff position colourful room dividers, which resemble children from around the world, to divide the space. Risk assessments are conducted on a daily basis and include all areas of the building and outdoor play area. Staff check the garden before children play outside but are not aware that ivy is hazardous to children. Separate assessments are conducted for outings to the post box and adjacent pre-school. Staff have considered emergency evacuation procedures and have practised this once with two children. However, the majority of children are not familiar with procedures to follow in an emergency. At least one person who has a paediatric first aid certificate is on the premises at all times and there are systems to document any treatment given to a child following an accident.

Positive relationships have been formed with parents. They receive a comprehensive prospectus detailing the group's aims and objectives, policies, curriculum and routines. Parents are invited to spend time at the pre-school with their children, helping to settle them as they become familiar with the new environment, staff and other children. This eases the transition from home to pre-school settings. Staff are extremely sensitive to each child's disposition, closely supporting anxious children as they part from their parents. For example, offering reassuring words and distracting children into preferred activities. Staff provide children with cultural awareness and sensitivity towards multilingualism from an early age. Native English and Spanish key workers speak both languages simultaneously to the children. Parents state that one of the main reasons for selecting the pre-school is that it exposes their children to a second language which is quickly mastered and viewed as a positive resource. There are effective procedures to gather children's starting points and parents take an active role in their children's learning and development. For example, they update staff of any new skills their children master at home. Parents know that they can access their children's 'participation books' at any time, these include observations, photographs and samples of children's work. All children have communication books which go between the pre-school, home and other providers who deliver the Early Years Foundation Stage, this ensures a consistent approach to children's care, learning and development. Information about children's individual care needs are gathered from parents at the start. This ensures that dietary requirements and medical needs are fully understood and catered for.

The setting has written a wide range of policies which are shared with parents. These are regularly reviewed and updated to ensure they reflect practice. There are systems in place to document children's attendances; however, staff do not enter times of arrivals and departures. In addition, there is no record of parents that stay on site for extended periods as they settle their children.

Staff use the Ofsted self-evaluation system as a means of identifying the setting's strengths and areas for development. They have identified that there are no opportunities for free-flow between the indoor and outdoor areas due to the layout of the building. Clear plans are in place for a new reception area to be built in summer 2010 to enhance the environment and to address this weakness. This also includes a finger print entry systems to improve security.

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

Most children arrive confidently at the setting, engaging happily with staff, their friends and with the activities provided. When new children become anxious as they part from their parents, staff show great compassion and are highly skilled in using distraction strategies to minimise stress and aid settling. Staff interact positively with the children, spending time sitting at their level and showing great interest in what they do and say. For example, children excitedly share their news, one child telling them about how their brother had hurt their nose and another child talking about their new baby sister. Staff offer high levels of praise which keeps children focused, building their self-esteem. Staff have a sound knowledge and understanding of the Early Years Foundation Stage, learning and development requirements, using this knowledge to provide an interesting learning environment for the children they care for. Staff have established systems to observe, evaluate, assess and identify children's ongoing needs. Observations of children's play are transferred into children's 'participation books' and are linked to areas of learning.

Children are confident communicators and use vocabulary to express their views and needs. They gather round and chat about their favourite films, a four year old saying, 'Harry Potter is quite a long film. I've got a film at home called Robots'. At registration time staff call children's names and they respond saying, 'Presente'. They count how many children are present saying 'uno, dos, tres, cuatro' simultaneously alongside English, showing confidence in both languages. Children enjoy mark making in a variety of different ways. For example, painting the fence in the garden and using chalk boards to 'write' their names and draw pictures.

Children use mathematical language as they play. For example, two children stand beside each other comparing their ages and heights, saying, 'I was three, now I'm four' and 'I'm taller than you'. A member of staff extends children's thinking by asking them about the heights of their families, this prompts the children to consider this and the four year old responds by saying, 'My baby sister is small and daddy's the tallest'. Children use scales, spooning quantities of pasta and rice into each bowl, watching as the scales move up and down. With encouragement and support from staff, they attempt to make them balance.

Children enjoy creative activities and become absorbed whilst kneading and modelling play dough. A child forms a volcano and explains to staff, 'If ash goes in plane engines it might crash. I saw pictures in the paper with big clouds of ash'. Children freely access the clothes rail and dress up as princesses before sitting down for a tea party. They use the utensils to set the table and the play foods to bake cakes. A child pours tea from the pot, stirring in imaginary sugar.

Children show very good control of their bodies as they move around the room, walking sensibly to navigate from one area to another. They manipulate rolling pins, cutters and play knives, cutting and rolling the dough. Children enjoy playing in the garden where they climb and slide. A two-year-old carefully negotiates the steps to reach the top before sliding down. They practise throwing and catching balls; when they succeed at this, a member of staff suggests they aim the balls and throw them into tyres. A four-year-old helps themselves to skittles, lining them up on the ground, aiming and rolling the ball, successfully knocking them over. The child decides to create their own game using the skittle as a bat to hit the balls across the garden. Whilst in the garden, children rake up leaves, sticks and grass and place it in a pile, saying, 'We're making a potion'. Children participate in planting and growing vegetables and fruits, filling a trough with compost before carefully transferring strawberry plants. They move the trough into the sunshine and water them, knowing these are required to promote growth.

Children learn to keep themselves safe from clear boundaries and explanations from staff; for example, learning about road safety whilst walking to the post box. As children play baking in the role play area, they take great care when moving the cake in and out of the oven saying, 'Be careful, it's hot, it might burn'. Children instigate their own hospital play, one child being the doctor and another being an ambulance person. A member of staff explains that they need to dial 999 to call the emergency services. She goes on to explain that this number must only be used in a real emergency and the children go on to discuss the role of fire officers, police and ambulance services.

Children automatically follow the daily routines implemented to reduce the risk of cross infection. They know when it is appropriate to wash their hands and do this requiring little prompting from staff. A child takes care to wash the fronts and backs of their hands saying, 'I'm washing off the germs before I eat'. Children are extremely well behaved and staff act as very good role models, talking kindly to the children and really listening and valuing what they have to say. Children enjoy being given responsibilities, such as snack monitor and children say 'Thank you, gracias' as their friends hand out plates and cups.

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	3
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