

Orchard Pre-School

Inspection report for early years provision

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Inspector Sylvia Shane

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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

Orchard Pre-school opened in 1985. It operates in the St Andrew's Centre, mainly using the pre-school room and occasionally two smaller rooms or the hall. The pre-school shares access to the kitchen, toilets and also an enclosed garden. The pre-school is a community group managed by a voluntary committee of parents. Children attend from the local area. A maximum of 22 children may attend the setting at any one time. Sessions are from 9 am to 11:30 am and from 12:30 pm to 3 pm on five days a week during term time. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. There are currently 65 children aged from one to under five years on roll, of these 59 children receive funding for nursery education. Children come from the local and wider areas.

The pre-school employs seven staff and a volunteer who works with the children and the majority are trained to NVQ level three; they employ one early year professional and one member of staff currently completing a degree in Early Childhood Studies. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The premises are on one level and include disabled access with parking on site.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Orchard Pre-school provides a happy, nurturing and well organised environment in which children feel, and are, extremely safe and secure. Their good health is promoted extremely well, through well implemented policies and procedures. Inclusion is successfully promoted as staff work with parents, carers and other professionals to ensure individual needs are recognised and catered for very effectively. The staff and management team show an on going commitment to training and improving the outcomes for children. As a result children are making good progress in their learning and development. They have gone beyond meeting the recommendations set at last inspection and the playgroup demonstrates a good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- review the organisation of snack time in order to give children increased independence and routine opportunities to pour their own drinks
- develop further the use of self evaluation and the partnership with parents and ensure that their views are reflected

The effectiveness of leadership and management of the early years provision

Children benefit from being cared for by staff who have excellent knowledge of the early year's framework and implement it well ensuring each child's individual needs are met. Children are safeguarded as robust recruitment procedures are in place, ensuring that all adults working with the children are suitable to do so. This includes a highly effective induction procedure to ensure that all new staff promote the children's welfare and safety. Visitors and volunteers are supervised and never left with the children on their own. Fire evacuation is practiced regularly in order to ensure children can be quickly and safely evacuated in an emergency. Risk assessments are carried out thoroughly and these include outings. Children take part in risk assessments so learn to monitor their own safety. All staff undertake core training, such as first aid and child protection to ensure flexible deployment of staff and children are safe at all times. The staff are trained to administer adrenalin, for those children that have severe allergies. Children are provided with food and drinks that are healthy and nutritious and meet their individual religious and cultural requirements. In addition they get regular opportunities to play out in the fresh air. All this contribute to keeping them fit and healthy and encourages children to understand and adopt a healthy life style.

The pre-school takes time to reflect on and evaluate their practice in order to bring about positive outcomes for children. Staff take into account the views of parents and just recently implemented a parent questionnaire in order to further evaluate the opening times of the provision and found parents to be generally happy with the sessional care they provide. The pre-school recognise that that this sort of liaison with parents is valuable and are keen to ensure that they carry out further questionnaires in other areas of their work to ensure that they provide a service which is responsive to the needs of the parents and their children.

Children are making good progress in their learning and development. The key worker system works well; children relate well to adults and as a result feel safe and secure. Through sensitive observations staff are aware of the individual children's needs. They discuss and plan realistic targets for individual children to ensure that all children have the opportunity to reach their full potential. Snack time routines are not used to their full potential. For example, children do not routinely practice pouring the drinks for themselves. Resources are reviewed to ensure that they meet the needs of all the children and ensure equality is maintained. Adjustments are made where necessary to improve the outcomes for children. For example, after staff completed training on recognising the needs of boys in the session they bought additional superhero figures and other resources to support their interests and used these effectively to engage the children.

Staff are highly involved with other providers of care education and have developed very effective professional partnerships. They have in agreement with parents very effective systems in place to share their knowledge of the children. Special care is taken to ensure that all children make a smooth transition into school as members of staff go with them as the children and their families make their visits. Records discussions and planning are shared with parents and

childminders and ensures a consistent and all round to approach care and development

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

Children are happy and relaxed in their play. They are developing good relationships with staff and each other and together they enjoy small and large group activities. They are given lots of opportunities to make choices. They express themselves clearly and are using well formed sentences. They share the resources, and staff support children in becoming adept at negotiating and taking turns, as a result there are few incidents of conflict and children behave well in line with their age and stage of development. Adults teach children to be safe, for example, they involve them in the risk assessment and as a result they have developed the rules such as wiping up water when it is spilt to stop slipping. The pre-school has developed effective links with other professionals who visits regularly. They explain to children how to keep safe, for example, the local lollipop lady talks to them about road safety and children practice this when on outings. Staff remind them of the importance of the behaving in ways that are safe for themselves and others, for example, not to run indoors and in addition they regularly practice fire evacuation

Children are excited by the activities and have a very positive attitude to learning. Themes take into account the children interest and ideas and cover the six areas of learning. Activities at the time of inspection are planned around the Peter Pan story. Staff capture children imagination and attention from the start explaining they can respond 'aye aye captain' as she calls the register. As a result children listen and respond well as their name is called. Children listen well to each other and take part as to recall the characters and the story and show that they know the story well. Staff use the story line to talk to the children about friendships and feelings. In particular the jealousy that Tinkerbell feels for Wendy. They discuss how children might deal with these feelings and situations. The story is brought to life and many children are fascinated by the well preserved crocodile, provided by a member of staff. Children are soon exploring and comparing its teeth with their own and staff talk to them about how to take care of them by cleaning them. They learn where crocodiles live and what they like to eat. For those children that show concern staff support them and explain that it died a long time ago so it will not hurt them. Children behave well and handle the crocodile carefully and responsibly as requested by the staff.

High priority is given to developing the children's imagination and exploration. Staff understand that all areas of learning can be covered in this way. For example, children use their developing mark making skill to plan and make treasure maps, they collect a range of jewels, gems and money and discuss where they might hide their bootee. Some children decide that they want to run a café and move a round with clipboards taking and writing down food orders. Staff encourage them to think about what other resources they might like to get out to make the food and the

play is extended. Soon children are using the kitchen equipment making, pretending to make healthy 'smoothies' as well as chocolate cake and ice creams. They use pretend money and use calculators as they pretend to work out the bills. They are keen to dress up using pirate hats and tabard, fairy outfits and Peter pan outfits. In the creative area they are provided with resources and enjoy creating a head band like 'Tiger Lilly's and pirate face masks. Staff have strategically put stones shells and seaweed by a shallow water tray outside so children have the opportunity to make a rock pool like the one in the story. As children are busy constructing their rock pool, the staff use gentle and effective questioning to introduce maths concept in a relaxed way. They encourage the children to compare the sizes of the shells and stones, to count them and talk about how deep and how shallow the water is. In addition children have many opportunities to practice counting and writing numbers. For example, at circle time they count how many children, they talk about how the number should be constructed and the helper of the week is supported well as they write it on the board.

Children have lots of opportunities to exercise and play in the fresh air in all weathers, and are developing good control over their bodies. Their independence is promoted, for example, when children need help with putting shoes on, staff are careful to encourage children first to try for themselves so that they are only assisting when really necessary. They show increasing control as they successfully throw and catch balls, They are very keen to play with the bubbles and to explore how the bubble machine works. They stretch and bend their bodies as they catch bubbles. They show increasing awareness of others and the use of space as they run and avoid collisions with others. Children love the bikes and each child can take part, because they are provided with scoot along ones as well as those that require pedalling. Many children show they are competent at pedalling. In additions children move around confidently on scooters and play co-operatively on dual bikes. Children are given lots of opportunities to test their own boundaries, for example, as they climb up the slide and practice going down the slide backward. Staff show good support whilst they do this. The pirate theme again gives them further opportunity to practice using their balancing skill as they practice 'walking the plank'.

Close liaison with parents and providers of care ensures a consistent and extremely caring approach. Children learn about healthy eating through activities and are offered range of healthy snacks to choose from, these include fresh fruit and vegetables and dried fruits, as well as yoghurts. Children get the opportunity to learn about where food come from as they visit local farms and grow their own vegetables and sample them. They have access to water at all times and are reminded to drink, particularly in warm weather. Parents are asked to provide sun cream and hats so children can spend some time in the sun. However, parasols and shady areas are provided so that children learn to understand that they can take shelter when they feel the need.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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