

Waltham Chase Pre-School

Inspection report for early years provision

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Inspector Jacqueline Munden

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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

Waltham Chase Pre-School opened in 1991 and operates from the village hall in Waltham Chase, Hampshire. It is run by a parent management committee. Children have access to an enclosed outdoor play area.

The pre-school is registered to care for a maximum of 26 children aged from two years at any one time. There are currently 25 children aged from two to five years on roll. Of these, 21 receive funding for early education. It is the policy of the group not to accept children under the age of two years and nine months. The pre-school is also registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special education needs and disabilities.

The group operates term time only from 9am to 1pm on Monday, Tuesday and Thursday and from 9am to 1.30pm on Friday. Children may attend between these hours with an opportunity to eat lunch at the later end of the sessions.

There are six members of staff who work with the children. Of these, four hold and two are working towards an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and fully inclusive environment. Committed staff work cohesively with parents and other professionals to ensure all children are valued and their individual needs are met. Staff's well developed knowledge of each child ensures they successfully promote children's learning and development and detailed records are maintained to support this. The good organisation of the pre-school and generally effective systems policies and procedures ensure children's health and safety are promoted well. Regular self-evaluation makes sure that priorities for development are identified and acted on; resulting in continuous improved 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 opportunities for children to develop skills in IT
- improve hand-washing procedures to fully promote children's good health.

The effectiveness of leadership and management of the early years provision

The committee and staff team work well to provide a calm and nurturing environment where children are safe and secure. Staff have a clear understanding

of safeguarding children as they are trained in child protection. New staff are informed about policies and procedures regarding all aspects of safety as part of their induction and on-going appraisal. Children are closely supervised at all times and risk assessments are used effectively to identify and minimise risks. Systems ensure children are protected well. For example, appropriate steps are taken to ensure adults working with children and those on the committee are suitable to do so. Staff are very aware of the need to protect children's health and use effective procedures to promote it. For example, through daily routines such as providing wipes for children to clean their hands when they come in from playing outdoors and after using tissues to wipe their noses. However, although plans are in place to improve the safety and accessibility of the toilet facilities, they currently do not allow children to use the hand basins to wash their hands safely before eating and after using the toilet. This is because hot water is not thermostatically controlled and the surface around the basins is damaged and has sharp edges. At present, children use a shared bowl of water which does not fully promote their good health. Effective systems are in place to ensure children's medical conditions and dietary needs are met. The good deployment of staff and daily routines generally ensure children's individual needs are met well. For example a rolling snack bar enables them to independently choose when to eat and drink. Staff show a great commitment to making the setting attractive and ensuring resources are accessible within the restraints of the shared premises and the need to set up and pack away every session.

Staff recognise the importance of having strong relationships with parents to secure children's good progress. Effective measures are taken to involve them fully in their child's learning. For example, a key person is allotted as children start at the setting and parents are invited into the setting to discuss their child's needs at any time and to contribute to development records. Recently a new scheme has been introduced encouraging parents to come in to the setting and play and be involved in their child's learning. Parents are fully involved in the running of the pre-school and have opportunities to make their feelings known through the management committee and by completing questionnaires. The vast majority of parents report they are very happy with the high level of care and the support their children receive in their learning. Suggestions made by parents are acted upon. For example, the collection procedure was changed to allow a smoother transition for the children leaving the premises. All children are valued and their individual needs catered for well. Appropriately trained staff successfully identify and support children with special educational needs and disabilities and work closely with parents and other professionals to ensure their needs are met. Staff levels are increased to ensure all children are supported well and can take part no matter their what their ability. This demonstrates a strong commitment to promoting equality and diversity. The setting has implemented an effective system to liaise with other providers of the Early Years Foundation Stage that children attend that complements their learning and development.

The setting continuously strives to bring about changes to improve outcomes for children. All staff and parents are involved in the evaluation process and an ongoing development plan is in place. The setting has made many improvements since the last inspection. Staff have continued to develop their skills through

training and an effective system is used to assess children's progress and to plan for their next steps.

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

Children are happy at the setting where they are well supported and actively encouraged to achieve and enjoy. They are extremely confident as they move around initiating their own play. Children feel secure at the pre-school and develop a strong sense of belonging due to the good systems put in place by staff. Children feel valued as they eagerly put their dough models with their book bags to take home and proudly show parents when they are collected. They enjoy reflecting on things they have done as they look at the photographs displayed at low levels. Children bring in items of interest to share with others which are used effectively by staff to further develop children's interests. For example, cress seeds brought in are grown and eaten at snack time. Children learn effective methods to help them take turns and manage their behaviour. For example, they use a sand timer to help them take turns with toys. High emphasis is given throughout the session to helping children to become independent and learn skills for the future. They hang their coats and painting aprons and serve their own drinks. This results in children being confident and learning self-care skills. Children learn about healthy lifestyles as they learn good hygiene procedures. For example, they know they need to wash their hands before eating and after using a tissue to wipe their nose and to throw it in the bin and clean their hands. Children are learning how to keep safe through taking part in fire drills and using scissors correctly.

Equality and diversity is promoted well as resources are easily accessible and ensure all children can take part. For example, very young children use a lower level painting easel and a varied range of puzzles meet their different development levels. Staff recognise boys and girls may learn differently and ensure they are equally encouraged to develop in all areas of learning. Boys exuberance is valued and encouraged as they enjoy the many opportunities for physical play both indoors and outside. This enables them to develop control of their bodies and concentration levels as they throw and catch the sponge Frisbee. Resources and planned activities help children learn about all people in society. Good use is made of small world play and books to promote positive images of those with disabilities and resources such as multi-cultural role play clothes and books help children learn about diversity.

Children use counting in songs and rhymes and when playing board games. Children have many opportunities to recognise their names as they self-register and find their names at snack-time. Some children are beginning to show signs of writing their name. This is encouraged as a matter of course by staff for example, on art work. Children benefit greatly from many opportunities to learn about the natural world as they explore the garden growing fruit and vegetables, making mud pies as part of their imaginary play and examining creatures through magnifiers. Children monitor the growth and changes of tadpoles as they develop into frogs. Staff provide books and models of mini beasts to support children's learning. Children make spiders using modelling dough and poke straws in for the

legs. Children have many opportunities to be creative using paints and gluing various materials. They confidently use sticky tape and scissors. Children use their imaginations as they line up chairs to create a bus and go travelling. Children have regular opportunities to develop large muscles and physical skills as they enjoy the wide range of equipment and music and movement sessions. A suitable range of resources that promote children's learning in IT such as programmable toys and a laptop computer are available in the setting although they are not always made accessible at each session.

Staff get to know the children well and maintain detailed and accurate records of their starting points and observations of their achievements. They use this information to plan effectively for the next steps in each child's learning which enables them to make good progress in all areas of learning.

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

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