

Westfields Pre-School Playgroup

Inspection report for early years provision

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Inspector

Lynne Elizabeth Lewington

Setting address

Scout Hut, Monteagle Lane, Yateley, Hampshire, GU46 6LU

Telephone number

0781 4016035

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Westfields Pre-School Playgroup opened in 1987. It is a committee run group which operates from the Monteagle Scout Hut in Yateley and has access to the main hall, toilets, kitchen, enclosed public outdoor play facilities and playing fields. The setting has level access and disabled toilet facilities. The pre-school serves children and parents from the local area.

The group is registered on the Early Years Register to provide care for 26 children aged from two to under five years, although children do not usually attend until they are two years and six months old. There are currently 55 children on roll and this includes 45 children who are in receipt of nursery education funding. The setting supports children who have learn special educational needs and/or disabilities and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.00am until 12.00 and 12.00 until 3.00pm Monday to Friday. Children can attend from 9.00am until 3.00pm.

There are nine members of staff that work with the children, of these, six have an early years qualification to National Vocational Qualification (NVQ) level two, three or Nursery Nursing Examination Board certificate (NNEB). Staff are continuing to develop their professional qualifications and also access ongoing training via the Children's Link and local authority training opportunities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop their independence and confidence well in this happy setting where they relate well to the enthusiastic staff. The staff have adapted to changes in the setting and have started to make many improvements which benefit the children, indicating they will continue to develop and improve the service they offer. Staff are keen to develop positive links with parents in order to understand the children fully.

What steps need to be taken to improve provision further?

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

- improve the use of books to encourage and support the children's interests and learning throughout the setting
- continue to develop observations and planning to promote and extend children's interests and learning
- involve the staff and parents more in the self evaluation process enabling their views and ideas to be included

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the signs and symptoms of child abuse and the action they must take if they are concerned. A clear policy is in place to inform staff and parents and information is displayed on the parent's notice board regarding safeguarding. A risk assessment is in place in addition to a daily check list which covers all aspects of the provision. Staff are vigilant and take sensible steps to promote the children's safety when they use the public outdoor play areas. Appropriate checks and references are undertaken on all staff and volunteers and visitors are not left alone with children. A fire evacuation is undertaken regularly ensuring the staff and children can swiftly evacuate the premises if necessary.

Staff demonstrate a good awareness of equality and diversity. They ensure the children experience a variety of activities and have access to resources which meet their developmental needs. The resources reflect a diverse society and encourage children to be aware that some people may speak other languages such as French. All children are welcome and the manager demonstrates an awareness of the need to adapt to meet individual needs. Future plans include home visits to increase understanding and awareness of children's individual needs.

Positive partnerships develop with parents through information sharing. Most parents speak very positively of the service offered and comment on recent improvements. They get to know what activities have been on offer through a whiteboard notice which informs them at the end of the session. They have opportunities to meet with staff and view their child's learning journal and also add their own comments about their child's progress.

Transition to school is supported through links with the local school. The pre-school welcomes visits from the school teachers and encourages parents to visit the local schools when invited to ease the step from pre-school to infant school. They participate in local meetings with other early years providers seizing the opportunity to gain knowledge and skills which will further enhance their provision. They have visitors to the setting increasing the children's awareness of people who help in the community and they also visit a large local supermarket as a planned outing.

Very good use is made of the available space enabling the children to undertake a full range of activities and make choices in their play. The large hall provides opportunities for the children to develop their physical skills indoors in addition to the times when they use the public outdoor play spaces. The staff participate in a rota, sharing the tasks of each session, this enables them to be fully involved and experience different aspects of their work.

The staff are supported by an enthusiastic committee who have self evaluated the setting and demonstrate a good awareness of aspects they can improve. A suggestion box is in place for parents and their views are welcome, however they

have not sought all parents' views of the service enabling them to know how they could further improve the service offered.

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

Children join in activities enthusiastically. They demonstrate their increasing fine physical skills as they add rice and pasta to bottles and fasten the lids to make shakers, which they later use as they sing songs in the fresh air. They develop their mark making skills as they use crayons to colour and physical skills as they use scissors. Many can recognise their own names. Children enjoy the attractive good quality books; they look at them independently and enjoy listening to stories with the adults. However, the books are all stored tightly and are not displayed attractively to encourage their use or support the children's learning and activities around the setting.

Children competently use the computer moving the mouse with confidence to undertake the activity. They use construction toys and small world play developing their awareness of size shape and position. Adults are attentive but do not take over activities, they allow the children to explore and only intervene to encourage or extend the children's learning. The children enjoy social opportunities. For example, snack time provides an opportunity for a teddy bears picnic. Much conversation developed around the soft toys the children brought with them for the event. Children demonstrate increasing self confidence as they sing and some are happy to sing to the whole group.

Staff observe the children's progress and make notes which are added to their journals along with photographs. They are developing a new way to link their observations of children's interests to the planning. This demonstrates their willingness to adapt and continue to improve and develop.

Children enjoy healthy snacks. For example, slices of melon, and segments of Satsumas, cheese and crackers. They have access to water throughout the session and drinks of milk and water are available at snack time. Children are encouraged to think about healthy foods and posters around the setting help to encourage this. Their awareness is also increased through playing games about healthy eating. Clear information about children's allergies is displayed for all staff to see alongside photographs of the children to ensure the children's well being is promoted at all times.

Children demonstrate an increasing awareness of safety and some remind each other to walk or not to run. Sensible routines are in place for hand cleaning preventing the spread of germs. Children have easy access to soap and paper towels and when outside they clean their hands with cleaning gel. Some use tissues independently and put them in the bin, posters encourage this hygienic behaviour.

Children behave well, they listen to the adults and each other. The adults act as good role models using quiet voices and good manners at all times, consequently

the children behave well. The adults listen attentively to the children and respond appropriately. They are sensitive to the children's needs and if a child needs a cuddle or to sit on a lap they oblige. After a little reassurance the child moves off to undertake their play again. This helps the children to feel confident and secure in 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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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