

The Village Preschool

Inspection report for early years provision

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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*.

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Description of the setting

The Village Pre-school opened 1995. It is a privately owned group and operates from Upham New Millennium Village Hall. There is an enclosed area for outdoor play. The pre-school opens five days a week during school term times and sessions are from 9am until 3pm. The Pre School serves the local area and children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and there are currently 54 children on roll. The pre-school currently supports children with special educational needs and/or disabilities. There are 10 staff who work with the children, all of whom are qualified. The owner has obtained Early Years Professional Status and one member of staff is currently working towards a level 4 qualification. The pre-school receives support from the local Cluster group and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted extremely well in an exciting and stimulating environment where they feel confident and secure. Partnerships with parents and others are particularly strong and provide a solid foundation from which children can thrive. Highly effective management supports a dedicated team of staff who are committed to maintaining good quality care for children. Continual monitoring and evaluation of the provision ensures most areas for improvement are effectively identified and ongoing development is secured.

What steps need to be taken to improve provision further?

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

- ensure children are consistently encouraged to wash their hands at appropriate times
- make sure the kitchen is inaccessible at all times so that children's safety and security is ensured
- continue to develop the methods for monitoring children's progress and identifying their next steps so that their learning is maximised in all areas.

The effectiveness of leadership and management of the early years provision

The pre-school has thorough procedures in place to ensure children are safeguarded and protected. Staff have a good understanding of child protection issues and know what to do if they have concerns about a child in their care. All of the required documentation is in place, well-organised and provides the staff with all the information they require to support children's individual welfare needs. Robust employment procedures ensure staff are suitably qualified, experienced

and fully aware of their responsibilities. Ongoing professional development is promoted and encouraged through training and regular meetings. The dedicated team of staff work effectively together to provide positive outcomes for children. Comprehensive policies and procedures underpin the smooth operation of the pre-school and generally these are consistently followed. For example, the resources are efficiently set up in the morning and throughout the day staff are vigilant in supporting activities and ensuring children are engaged and interested. However, there are some occasions, particularly during breakfast club and when children first arrive, that the kitchen doors remain open and, although children do not make any attempt to enter, access to the front entrance and any unsecured kitchen resources is enabled. Once all children have arrived the front doors are secured and children's safety is ensured.

The pre-school is clearly committed to developing high quality care for children. Effective monitoring and evaluation takes account of the views of parents, staff and children and leads to clear plans for future development. For example, there are plans for improvement to the outdoor area. Recommendations raised at the last inspection have been addressed or are part of the ongoing plans for development, such as the ongoing development of systems for planning and assessing children's progression.

There is an excellent range of easily accessible resources available. They are used imaginatively and innovatively to provide children with an exciting variety of activities and experiences. The premises are well-organised, colourful and bright. Resources and activities are used extremely well to raise children's awareness of diversity and promote respect and understanding for others. At circle time children are introduced to makaton and they learn to sign greetings to each other. Very good systems are in place for supporting all children who attend the nursery and liaising with parents and other professionals to ensure each child's individual needs are comprehensively met. The pre-school is proactive in liaising with other settings children attend and forging excellent partnerships with the schools they are due to attend in order to support smooth a transition.

Partnerships with parents are extremely good. Excellent methods of communication are set up and tailored to suit the needs of individual families, which contributes to children and parents feeling confident with the care provided. For example, home visits can be arranged as part of the settling-in arrangements, diaries provide a daily update of the care children receive and the activities they are involved in, and regular meetings are arranged with children's key person. Colourful notice boards, newsletters and informative stands provide parents with a plethora of information about the pre-school and their children's experiences. Parents are highly satisfied with the care their children receive and the progress they are making. They comment on how valuable the diaries and photos are for promoting conversations and enabling them to be involved in their experiences at the pre-school.

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

Children are highly motivated and engaged in a broad range of exciting activities that they enjoy. They make good progress in their learning and are skilfully supported. Staff are particularly good at following their interests and developing activities to extend their ideas. For example, children set up their own roadway, erect signs and create working areas. To extend this staff encourage children to think about how people helps us and the jobs they do. Parents and members of the local community visit the pre-school and talk about their jobs, which raises children's awareness of the world around them. At circle time children surprise staff with how much they know about recent volcanic eruptions and why aeroplanes cannot fly. As a result, staff introduce scientific experiments and a volcano is created. When looking at the photos afterwards children excitedly explain what they were doing.

Activities are exciting, innovative and challenging. Children use their imaginations and play freely, indoors and outdoors, as they create their own dens, make maps and hunt for hidden treasure or create their own art work. Skills for the future are easily incorporated and children have excellent opportunities to extend their communication skills, solve problems and become independent thinkers. Effective organisation of resources and labelling means that they are able to see what toys and equipment are available and either select resources for themselves or ask for specific things from the cupboard. Some children attend the breakfast club, however, as most staff are very busy in preparing for the opening of the pre-school it does mean they have limited interaction with staff at this time and resources are not usually set out for them to use. It is a sociable occasion and children do benefit from time spent with their peers and conversing with parents when they stay as part of settling-in routines.

The pre-school is developing very effective methods of planning which are founded on children's interests. Focus groups are initiated to extend particular areas and differentiate for individual needs, such as ICT and complex constructions. Staff know children very well and regularly record their achievements. However, several methods of assessment are used and they are not always linked or used effectively to ensure learning records provide an accurate reflection of individual achievements. As a result, children's next steps are not always evident and opportunities for learning are not always maximised or highlighted in the planning.

An extremely strong emphasis is given to promoting children's personal, social and emotional development. Clear and consistent boundaries, as well as frequent praise and encouragement, help children understand what is expected and, consequently, they behave very well. They are extremely attentive at circle time and quickly respond when they hear the music and need to listen. Children feel safe and secure with staff and do not hesitate to seek their support when they are unsure or need assistance. For example, when children cannot resolve differences for themselves they seek help and issues are quickly resolved. Children have good opportunities to learn how to use equipment safely and wider safety issues, such as road safety, during activities and as they play.

Children's good health is promoted well. They enjoy nutritious snacks which encourage an awareness of healthy eating and comply with individual dietary requirements. Parents are also involved through the promotion of healthy lunch boxes. Generally, children are encouraged to develop good hygiene habits, however, there are some occasions at breakfast and snack time when children are not consistently encouraged to wash their hands before food. Exercise and fresh air form part of daily experiences and children effectively develop their physical skills during active play in the garden and when exploring soft play equipment indoors. Hand-eye coordination develops as they handle a variety of tools and small and large equipment. As a result, pre-writing skills are very effectively fostered. Children flourish in the rich and inspiring environment offered.

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	1
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	1

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	1
The extent to which children develop skills for the future	1

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