

Victoria Road Pre-school

Inspection report for early years provision

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Inspector Caroline Hearn

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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

Victoria Road Pre-school registered in 1968. It operates from Tilehurst Village Hall, which is situated to the west of Reading and the group uses the large hall and small room for quieter play. The pre-school serves the local community. A maximum of 26 children may attend at any one time. The pre-school is open Monday and Thursday mornings 9.30am to 11.30am for two year olds only. Tuesday and Wednesday mornings 9.30am to 12.30pm and Monday, Thursday and Friday afternoons 11.45am - 2.24pm for all children. Friday mornings 9.30am to 11.00am is for a parent and toddler drop in session. The pre-school is open only during term time. There is a fully enclosed outside play area for the children to use.

The pre-school is registered on the Early Years Register to care for 26 children aged from two to five years. There are currently 26 children on roll aged between two and four years.

The setting employs seven staff, of whom four hold a level three qualification. Staff members of the pre-school also run the Toddler Group on Friday morning.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend at this pre-school. It is evident through their interactions that the staff know each child very well. They use this knowledge to plan a interesting range of activities. As a result of this careful planning all children are making good progress in their learning and development and are acquiring a variety of skills that will help them in the future. The staff are also highly reflective and self-evaluate everything they do to see how their practice can be further developed.

What steps need to be taken to improve provision further?

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

- developing a whole staff approach to letter formation
- ensure all staff are aware of each child's starting points
- consider how children's independence skills can be further promoted during snack time.

The effectiveness of leadership and management of the early years provision

All aspects of children's safety and safeguarding are considered. They have robust recruitment processes to ensure all adults are fully vetted before they begin working with the children. All staff have undertaken additional child protection

training and are clearly aware of the appropriate routes for any concerns they may have. All areas used by the children are fully risk assessed by the ever vigilant staff to ensure the children are able to safely explore their environment. A full range of relevant and detailed policies, procedures and all required documentation underpin the good daily practice. As a result of all these actions, children are appropriately safeguarded.

The management team undertake constant evaluation of the pre-school. They ensure that all staff and committee are consulted in the completion of their self-evaluation. This allows them to include many different view points within this document.

Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child well and understand how to meet their differing needs and promote fully inclusive practice.

Parents and carers are very well informed about all aspects of their children's achievements, well-being and development. Many of the parents and carers have already had older children go through this well established group and are keen to be returning with younger siblings. Parents feel they are well informed regarding their children's progress and value how well staff know their children. The pre-school successfully promotes wider partnerships through activities, such as, taking the older children to visit the primary schools they will be moving on to in September.

The pre-school is well resourced and the selection of resources is regularly rotated to ensure it continues to provide the children with sufficient challenge. Children's learning and development is well promoted through the deployment of staff, and use of resources.

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

Children are generally confident and happy to chat to visitors about their time at pre-school. They form close and trusting relationships with the staff and confidently express their opinions and ideas. All children undertaken a wide range of activities that effectively cover the six areas of learning. Staff set out activities such as paint brushes and water during outside play. The children may start painting with these or use them to role play a car wash. As a result children become fully engaged in the activities on offer, making good use of these exciting learning opportunities. Children have plenty of opportunities to write and make good use of resources set out to support this. The pre-school does not however, have a whole staff approach to letter formation, which means the children do not have a consistent model to follow when learning to write their name.

The staff make good use of props to make stories more engaging, such as having teddy bears out when reading, 'Goldilocks and the Three Bears'. The direct result of the staff's ability to engage children is that all children are making good progress in their learning and development.

Staff discuss children's starting points with parents when the children start to attend the group. They do not, however, make any record of these, making it difficult to share this information with each other and other professionals. They do, however, have detailed profiles for each child, these note the children's stage of development and they make effective use of these to plan the next steps of learning.

Children display a good awareness of safety issues and recognise and understand how to keep themselves safe. They know not to run indoors as they may slip and fall. Children work well both independently and with their peers showing good negotiation and cooperation skills. Children's behaviour is generally very good and they clearly understand and follow the rules of the group, such as helping to tidy up at the end of the session.

Children generally have lots of opportunities to develop their personal independence skills. The only time this could be further encouraged is during snack times as staff tend to do most of the tasks involved in this part of the session, rather than encouraging the children to get involved. To help them promote their personal hygiene skills children are encouraged to wash their hands before snack and after outside play. They are also developing a good understanding of being healthy and know it is good to eat fruit for snack or go outside to play. Children make good use of the very well resourced outdoor area. Their use of this space is highly effective in supporting children's learning and development.

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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