

Sholing Community Centre Pre-School

Inspection report for early years provision

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10/05/2010

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

Sholing Community Centre Pre-school is run by a voluntary committee. It opened in 1969 and operates from two rooms in the community centre in the Sholing area of Southampton. It serves the local area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00am to 12:00pm, and from 12:30pm to 3:00pm on Monday, Wednesday, Thursday and Friday during school term times. All children have access to a secure enclosed outdoor play area.

There are currently 59 children from two years nine months to five years on roll. Of these, 42

children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with special educational needs/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs six members of staff. Of these four hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are generally well met and they are settled, happy and enjoy their time at the pre-school, making steady progress in their learning. They have easy access to a wide range of resources and many are confident and have high self-esteem. Some relevant documentation was not available at inspection and systems to ensure staff are suitable to work with the children are not robust. Self evaluation systems are not fully in place for evaluating and monitoring the provision or the outcomes for children to enable continuous improvement to take place. The pre-school provides a bright child friendly area for children to play and learn.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure effective systems are in place to ensure that adults looking after the children are suitable to do so and ensure these records are available for inspection by Ofsted (Suitability of adults) 12/07/2010

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

- make sure the plans for the session ensure that every child receives an enjoyable and challenging learning and development experience, with particular regard to large group time and flexibility of the sessions routines
- ensure any focused activity identifies the learning priority and provides a relevant and motivating learning experience for each child
- develop and implement a self-evaluation system, to monitor the provision and outcomes for children, ensuring areas for improvement are easily identified to enable continuous improvement.

The effectiveness of leadership and management of the early years provision

Staff organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. They ensure that children are provided with an inclusive environment and that they learn about valuing each other's differences. The committee and supervisor ensure that staff are appropriately qualified, however, they have not ensured the newer staff have completed all the relevant checks promptly, to ensure they are suitable to work with children, Criminal Record Bureau checks have not been sent off for two staff who have been working in the group for a few months. Most staff have a clear understanding of safeguarding procedures and children are supervised well. Staff ensure that access to the premises is secure and that all adults sign in when they visit the premises. A range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are sufficiently well met. Risk assessments are used effectively to identify and minimise risks both inside the setting and in the outside play areas. There are no formal systems in place to monitor and evaluate the effectiveness of the setting, which means areas for development are not being highlighted.

Staff make good use of resources. The indoor and outdoor play areas are organised well which ensure children can take part in a varied range of activities both inside and outside. However, the set routines of the session mean, that when some children are engrossed in their play they have to leave it to move on to large group time, or another activity, which does not allow for flexibility and children's free choice. Staff are aware of their roles and responsibilities each day as they discuss who will prepare the snack or supervise children in the outdoor play area. Any accidents or administration of medicines is appropriately recorded. Documentation is in place which informs staff of any health or dietary issues children may have. Parents are kept sufficiently well informed about their children's routines and the Early Years Foundation Stage, via information displayed on notice boards, newsletters and daily discussion with staff. They are encouraged to share information about their children's likes and dislikes and can talk to staff at any time. Parents report they are welcomed into the setting and are able to talk to staff when dropping their child off or when collecting them. Children who speak English as an additional language and those who have special educational needs are well catered for and staff ensure they are well supported. Children are learning about wider society and differences through using resources that show positive images of diversity such as books and role play resources.

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

The pre-school is welcoming to the children, who are able to move around freely and access a wide range of activities and resources. They quickly settle to the routines of the day, and can independently make choices from the wide range of resources available. Resources and activities are laid out in different learning areas, and posters and children's work are displayed. Children happily and confidently initiate their own learning as they help themselves to scissors, paper and tape to make things. Most activities are set out by staff at the beginning of the session, but children are able to access some resources independently. There is a focused activity time planned for each session, however, at present this does not identify any learning priority or provide a relevant and motivating learning experience for the children. Observations and assessments are recorded for each child and these are used to identify the next steps in children's learning to ensure that they are making progress.

Children are beginning to learn to share and take turns and some are good at helping to tidy toys away before getting others out. They behave well and respond to reminders from staff to wash their hands or take turns. Many are beginning to be independent and some take themselves to the toilets or put on their own coats before going outside. Children enjoy stories when being read to in small groups and concentrate well, however, in large group story time this can sometimes become disruptive. Children have opportunities to recognise their names as they self register. They enjoy mark making with the good range of pens and paper available and some attempt to write their names on their work. Children are beginning to count and measure as they watch their beans growing in jars, they talk about shape and size as they water them. They develop their physical skills as they dig in the sand or ride on the wheeled toys. They use their imaginations well as they role-play in the home corner. Some children are able to complete simple programmes on the computer using the mouse confidently.

Children's health and safety is generally well promoted. They make a good and positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilets or preparing to have their snack and access tissues to wipe their own noses, putting the tissues in the bin provided. Children are provided with a variety of healthy and nutritious snacks. Children talk about keeping themselves safe as they discuss the rules in large group time, and all children and staff take part in fire drills to ensure safe evacuation of the building.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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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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