

# Finches Pre-School Finchampstead

Inspection report for early years provision

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<b>Type of setting</b>	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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Finches Pre-School opened in 1995. The pre-school operates from Finchampstead Memorial Hall, in the village of Finchampstead. A maximum of 29 children may attend the pre-school at any one time. The pre-school is open five days a week from 9:15am until 12:15pm during school term time. The children have access to the public play area and tennis courts for outdoor play. There is level access to the premises and toilet facilities.

There are currently 43 children from two years to five years on roll. This includes funded three and four year-olds. Children come from the local area and attend for a variety of sessions. The pre-school has systems in place to support children with learning difficulties or disabilities and who speak English as an additional language. The setting is registered on the Early Years Register.

The pre-school employs seven members of staff who work with the children. The setting has two qualified early years teachers, three staff members with National Vocational (NVQ) level three, one with a level two qualification and one unqualified staff member. They work closely with the local authority and meet regularly with other early years providers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Parents and children are made very welcome enabling easy and effective information sharing in this village community setting. Children confidently make choices and undertake age and development appropriate activities in this happy, busy, and noisy environment. The enthusiastic staff relate well to the children and their families creating a welcoming and interesting play environment where individual needs are understood and met. They reflect on their service and continuously aim to develop and improve the service they offer to meet the differing needs of the children in their care.

## 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 support and encourage the childrens learning and interests throughout the setting and provide opportunities for the children to enjoy stories in smaller groups
- improve the routine for gaining children's attention in order to keep the noise levels lower

## **The effectiveness of leadership and management of the early years provision**

The simple safeguarding policy ensures staff and parents are aware of the settings role in safeguarding children in the setting. Staff have undertaken training and are knowledgeable regarding the action they would take if they were concerned about a child in their care. Sensible measures are taken throughout the setting to manage risks effectively. Security alarms are fitted on the outer doors, regular fire drills are undertaken and children learn about safe behaviours both indoors and when they visit the play park.

Good use is made of the available space. The large hall provides a spacious environment where children can move freely between many interesting activities. Children play on large floor mats, at the tables, easel and play trays. The large play mats enable the children to build upwards and outwards as they use construction and railway sets. A smaller annex room provides a book area with comfy cushions for quieter activity. The variety of activities available reflects the children's interests and enables them to make choices in their activity. Daily planned outdoor activity is undertaken in the community play park, playing fields or tennis courts, where the children demonstrate their increasing physical skills. The outdoor resources are open to the public and so currently the setting cannot operate free flow outdoor experiences.

A comprehensive self evaluation undertaken by the manager and her team indicate the staff reflect on their service continuously and make effective improvements to meet the needs of the children and families they serve. They identify achievable aspects which they plan to improve and work effectively with others to achieve their goals. For example, they have improved children's access to information technology equipment. Regular staff meetings enable the staff to discuss their work and children's progress and plan effectively to promote positive outcomes. All the required documentation to meet the requirements of registration is in place.

Good relationships develop with parents through the warm welcome they receive and the relaxed start to each day. Parents bring their children in and can stay until their child is settled; this enables the children to show parents the things they like to do. Parents are also welcome to 'stay and play' providing them with an opportunity to stay for the whole session and see what happens and experience the play activities the children undertake. Parents speak very positively about the setting. They enjoy the children's learning journals which provide observations, photographs and progress information. They also welcome the opportunity to add to the learning journals their knowledge of their child's interests and progress.

Staff recognise the importance of good relationships with others and work hard to develop these relationships. Newsletters are provided for childminders who bring children to the setting and childminders share information about the children's experiences with them. Good relationships with the local school help to aid transition to school through information sharing. The setting attends local cluster group meetings, meets with other local pre-schools and welcomes the support of the local authority. This all helps them to continuously reflect and develop their

service.

An equal opportunities policy is in place reflecting the settings aim to promote equal opportunities in all aspects of its service. The gradual settling in routines and discussion with parents enable staff to gain awareness of each child's individual needs. This helps them to develop learning opportunities or seek advice on how to encourage the child's development. Development records clearly indicate children's progress. They participate in community activities and invite people to visit the children from the local community increasing the children's awareness of how people help us. For example, parents have visited the setting to tell the children about their work.

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

Children clearly enjoy and achieve well in this busy setting where they confidently access a range of activities throughout the session. The variety of experiences available to the children enables them to develop skills for the future well. Careful monitoring of the children's progress enables the staff to monitor the outcomes for all the children. Staff plan some activities relevant to the children's current interests, the time of year and traditional and cultural events, in addition to the ongoing play provision which is available to the children each day.

The children enjoy opportunities to play in the 'village shop' where they sort parcels and letters, pack them into the postman's bag and deliver them around the play room. They make marks as they use the paper, envelopes and pencils to create their own letters. They sell fruit and other items to their customers. This activity provides them with opportunities to act out life experiences creatively, develop verbal communication skills, awareness of size, shape and quantity and physical skills as they press buttons and pack the post bag.

Children enjoy using the duplo on the large floor mat and demonstrate increasing awareness of size and position as they build a tower taller than themselves, talk about its height and what may happen. Staff supervise and encourage the children to think and describe what they are doing, enabling them to extend their learning. Many children are inquisitive and interested in what is happening around them and confidently ask questions, staff listen and respond attentively. Some children confidently write their own names and many can recognise their names. They have access to good quality fact and fiction books and a comfortable area to use them. However, the books are not displayed attractively at the children's level in the book area or used throughout the setting to support and add interest to the activities available. Whilst all the children have a regular story time this is a very large group and consequently not all children benefit from the experience as they have differing levels of understanding.

Children independently use the paper, pens and pencils, glue sticks and scissors to create their own pictures, demonstrating their increasing development of physical and creative skills. Children demonstrate increasing confidence and skill as they use the computers to play age appropriate children's games. Daily outings to the

play park enable the children to develop their physical skills well. The range of equipment encourages them to develop their confidence in their physical abilities as they climb, use the slide, slip down the fireman's pole and use the swings. Independence is encouraged as they help to prepare for snack and to pack away at the end of the play sessions. Children look at the weather each day and help to record their findings on the weather board, where they also record the day, date and month increasing their general knowledge.

Children demonstrate a good awareness of safe behaviours. They listen attentively to the adults before they go out to play and learn to stay together as they walk across the playing field to the play park. The regular fire drill enables them to learn how to behave quickly and effectively if they have to leave the premises in an emergency. Children remind each other of safe behaviours indoors, for example reminding each other to walk or not to throw. Adults also gently remind children of safe behaviours and set a good example to them through their own behaviour.

Children enjoy healthy nutritious snacks each day and can access water throughout the session should they need a drink. Staff encourage children to have drinks particularly in the warm weather. At snack time they enjoy fruit and a biscuit followed by milk or water ensuring they have sufficient energy to continue to enjoy the play opportunities available to them. The premises are clean and good attention is paid to ensuring the tables are clean before snack time. Children learn good hygiene routines which help to prevent the spread of germs. Staff ensure any dietary or health needs are met appropriately and keep appropriate records signed by parents.

Children are generally settled and happy and display confidence and a high level of self esteem. Most make independent choices and undertake activities independently. They learn to look after the toys and equipment as they play. Staff encourage the children to share, take turns and use good manners in all that they do. Behaviour is good because the staff understand the children, their development and experiences and respond to them appropriately. However, the noise level in the setting is very high and staff contribute to this by shouting to gain the children's attention.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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