

P.K. Preschool

Inspection report for early years provision

Unique reference number	507923
Inspection date	13/05/2010
Inspector	Christine Clint
Setting address	Jubilee Hut, Whitmore Vale Road, Grayshott, Hindhead, Surrey, GU26 6LU
Telephone number	01428 602970
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

P.K. Preschool opened in 1987. The preschool is a registered charity and run by a parent committee. It operates from purpose-built accommodation on the edge of the primary school grounds, in Grayshott, Surrey. The accommodation has a main playroom, office and toilets, with a veranda and a secure garden for outside play. All outside play is under cover and the garden area has an all weather surface. The preschool also has use of the adjoining scout hall and kitchen. Children regularly use the large hall in the nearby primary school and the playing field with outdoor apparatus. The preschool serves the local and surrounding area.

The preschool is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The registration is for a maximum of 20 children, all of whom may be in the early years age group. The preschool provides funded educational places and there are currently 34 children on roll in the early years age group. At the time of the inspection, 16 children in the early years age group were attending. The preschool supports children with special education needs and/or disabilities. The setting provides weekday sessions from 9am to 3pm, apart from Wednesday, when a morning session only is available from 9am until 12 noon. Children can attend for flexible hours during the morning and afternoon sessions.

There are nine staff working with the children, the majority of staff have early years qualifications. The setting has close links with the primary school and with local early years support, this includes attending cluster group meetings with local schools and preschools in the area.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The preschool provides a successfully organised and child-centred environment, which is thoroughly welcoming and nurturing for children. There are highly effective partnerships between parents and key persons, to ensure that individual children's needs are met and their protection is assured. The leadership and management of the preschool is dedicated and competent; there is a fully proactive attitude to evaluating the provision. There is also clear evidence to support the continuing progress of the preschool and the plans for driving further improvements. Children flourish because they are totally happy, interested and occupied during the well-balanced mix of adult-led and child-led play.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing and strengthening the links with all other providers to enable

them to share and contribute to children's learning and progress.

The effectiveness of leadership and management of the early years provision

The leadership and management and the capacity for sustained improvement is outstanding. All requirements for children's welfare and learning are fully in place to meet the Early Years Foundation Stage. The management committee and staff work collaboratively to ensure all policies and procedures are continually reviewed and updated. There are very regular staff and committee meetings, frequent communication with parents and other providers and close liaison with the community and the early years network. The preschool has completed a wide ranging analysis of the provision to evaluate all areas. Many improvements have been incorporated following completed questionnaires from parents. These range from providing more space in the cloakroom using baskets for Wellingtons and individual pegs for each child who attends, to including more one to one opportunities between parents and key workers. The preschool has also begun to establish purposeful systems to enable other providers to link with children's learning assessments. Since the last inspection, the preschool has developed a thorough induction programme for new staff; this includes a staff handbook, a tracking system to ensure all areas are covered and a system of mentoring. All new staff have a trial period before becoming a key person. There are annual appraisals for staff and frequent training and development opportunities.

All staff and management have a comprehensive awareness of safeguarding issues and key staff ensure that child protection training is updated and knowledge is shared. There are fully established systems for checking new staff and new committee members; all records are in place. The preschool has a thorough range of policies and procedures for ensuring children's protection and safety. There is a clear procedure for complaints and parents have a wealth of information displayed and available in the entrance area of the preschool. A thorough risk assessment is established and records show that staff carry out daily checks on the premises and outdoor areas. Staff also show a proactive and spontaneous reaction to any situations occurring in the area which may be a hazard to children, for example, the felling of trees on the school playground during the session and ongoing outdoor work on adjoining ground, which included vehicles coming close to the outside play area. Staff show vigilance and dedication to prioritising children's safety and welfare at all times. They have well organised systems for managing children and parents during delivery and collection times, as these vary during and over lunch time attendance.

Children benefit and thrive because they have daily access to a full range of well organised resources; independent choice is encouraged for the majority of the session. There are extensive opportunities for indoor or outdoor play and these contribute to consistently good outcomes for all children, which are at times exemplary. The well balanced opportunities for adult-led and child-led play are continual because of the high ratio of staff to children, and the excellent deployment of staff throughout the session. All areas of play and resources are monitored to ensure the best use of space and availability. Staff have dedicated

key person roles and show excellent knowledge of individual children through their constant communication. There are comprehensive records of assessment in place for all children, and staff have established thorough systems to show how their frequent observations are used to inform and develop children's progress. These have evolved since the Early Years Foundation Stage was introduced and clearly show how staff have reviewed and adapted the systems.

There is a strong focus on children's individual needs and maintaining equality and diversity. Staff and management are dedicated to providing an environment which enables all children to access all play provision to enhance their learning, and this includes the needs of the youngest children and those moving on to school. There is also continuous outside play provision for any children who enjoy more active learning. The regular evaluation of activities, linked with the observations of children's progress, ensure that suitable challenge is included to meet children's needs. Children have opportunities to learn about differences through the wide range of pictures displayed in the setting and through stories, role play and taking part in fundraising events. They learn about the wider world and celebrate festivals from other cultures. Staff also show dedication and awareness of meeting any specific learning needs and are prepared to offer guidance and seek professional assistance.

The communication between parents and the preschool is very strong; parents are closely involved in the decision making through their role on the committee. There is comprehensive information available for parents in the foyer of the setting and this covers all policies and procedures as well as notices, planning for children's learning, community information and the ability to add individual comments anonymously. Parents can attend with their children whenever they have an opportunity and they are happy to take part and explain how much they enjoy the experience. Parents recognise the positive organisation of the preschool and the commitment of all staff, they show strong support and assist with fundraising. They know their children are happy and have good opportunities to learn and progress through daily play. Parents are delighted with the assessment records, they are amazed at the detailed observations staff include to confirm children's progress. There are closely formed links between key workers and families. Parents have regular access to their children's records and take these home to complete their own assessment and add comments to link with children's development.

The preschool has successfully established partnerships in the community, these include links with local schools, early years provisions and other professional agencies, as well as the wider community for fundraising and charity events. There is close liaison with the nearby school and regular visits from reception class teachers. The preschool have shown initiative by planning meetings with all three early years provisions in the village, to establish a shared knowledge and encourage partnership working. There is also clear evidence to show that providers who share children's care, are beginning to record their comments in children's record of assessment, and this link is being established through parents.

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

Children are very secure and safe, because of the diligence of staff and the regular and continual assessment of hazards; this enhances children's well-being and encourages their confidence. The high ratio of staff to children enables children to have immediate attention if hazards or accidents occur. Children move between the rooms and manage well on the steps in the outside play area, carefully negotiating their movements when wearing play shoes with high heels. They are learning to use the large digger in the sand and practise keeping control of the movements to ensure other children are not bumped. Children listen to staff and fully understand the danger of going too close to the trees that are being felled in the school playing field. They watch from a distance and talk about the signs that have been erected to tell others that it is dangerous. Children are learning to be responsible and tidy the toys, they are encouraged to understand how items on the floor can lead to tripping and this can hurt others.

Children are becoming competent in managing their own personal care and hygiene, they ask for help at times and learn to wash their hands after toileting, staff gently remind them and encourage them to learn about hygiene. Children are learning about maintaining their health and recognise when they need to put jackets and tops on for outside play; they also say when they are too hot and take clothes off. Children know when their clothes are inside out and ask for help, staff encourage them to learn how to turn and shake items to the right side. Children are very able and capable when having snacks, lunch and drinks, they know the routines for finding their name card, washing their hands and sitting together to butter their toast. They use the water dispenser which is available at any time. Children regularly play in the fresh air and have frequent opportunities for using larger apparatus and riding bicycles to increase their strength and muscle development. They often play with balls and outdoor play equipment in the playing field. They dig in the sand together and concentrate when painting with water on the outdoor black board. Staff recognise the need to offer a quiet time to children if they have been very active and especially if children attend for the full day. Children can be comfortable and sit with staff to read from pictures or listen to stories and this encourages them to learn about resting and recuperating.

Children are soundly developing social skills and learning to communicate with each other. There is a high level of dialogue at many activities and especially at snack and lunch time when children and staff all sit together at the tables. They take turns to wash the cups and plates after snacks and children show they are keen to help and extend the conversation with staff. Children are fully encouraged to show care and concern for each other. They know the routines for taking turns when using equipment and they confidently add their name to the list for the next turn on the computer. They also use the timer very effectively and can explain this to each other. Children learn to line up, they are chosen to be leader, and the next child is asked to follow his friend. This creates a strengthening of relationships and promotes a positive atmosphere to being next in line.

Children are acquiring skills for the future, they are keen to be engaged in

conversation and they readily respond. They know that the birthday charts are displayed and they refer to these for confirmation of their age. Children show skills of emergent writing, they recognise numbers and match quantity. They use descriptive words to explain how their new refrigerator crushes the ice. They recognise letter sounds and know that two children's names end in the same sound. Children play games on the computer and control the mouse with increasing skill, they experiment with torches and look at shadows. They have planted beans in pots and they are learning that the sun and water will help them grow. Children use pretend mobile phones in their role play and create imaginary games of rescuing each other by boat, because they know that someone is stuck in the mud.

Children show a high level of growing confidence because they can be independent within the setting. They have also developed sound relationships with staff, which enables them to communicate spontaneously and effectively. Children are very happy and fully enjoy their time in the group, they seek each other and initiate play, they show enthusiasm and spontaneity in developing role play and following their own ideas. They move between areas freely and choose to spend as long as they like at any activity. Children's increasing concentration and level of capability is fully enabled because of the extensive range of provision available for indoor and outdoor play, and because of staff's knowledge and understanding of their learning through play.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met