

Shalford Pre-School

Inspection report for early years provision

Unique reference number	EY233158
Inspection date	21/06/2010
Inspector	Julie Sackett

Setting address	Station Row, Shalford, Guildford, Surrey, GU4 8BY
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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

Shalford Pre-School opened in 2002. It occupies a newly refurbished building in the grounds of Shalford Primary School which is situated in the village of Shalford, near Guildford in Surrey. The group has sole use of the building, which incorporates two activity areas, a separate kitchen and separate toilets and cloakroom. There is a partially covered playground and garden available for outdoor play. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to 24 children aged from two to under eight years. There are currently 35 children aged from two to under five years on roll. Of these, 35 children receive early years funding. At the time of the inspection, 24 children were on roll, all of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities as well as children for whom English is an additional language. The pre-school serves the local area and has strong links with the school. Children attend for a variety of sessions. The group opens five days a week from 9am to 3pm and on Friday mornings from 9am to 12 noon in autumn and winter terms. The setting opens during school term times only. There are seven members of staff, including the manager, who work with the children on various days. All members of staff are qualified to at least National Vocational Qualification at level 3 and the manager has attained a BA in Childhood Studies. All staff have a current first aid certificate. The setting receives support from the Early Years Childcare Service. This is a committee run group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A strong team ethos and commitment to actively involving children in their own learning underpins day-to-day practice so that children are extremely happy and show a clear sense of ownership and belonging. The setting benefits from exceptional relationships with parents and the local school and this, combined with a positive attitude to meeting the needs of all the children, means that additional support is identified early wherever necessary to ensure that all children make similarly strong progress. Policies and procedures are very well organised and up to date and all adults take full responsibility for the safety and well-being of the children. The setting gives a high priority to on-going review and improvement, including staff development. A comprehensive and well-developed range of self-evaluation methods ensure that practice is reviewed regularly and improvements continually made to secure the highest standards of practice. This means the setting demonstrates outstanding capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- extend opportunities for free-flow to the outdoor area to maintain and build on existing strengths in children's independence and confidence.

The effectiveness of leadership and management of the early years provision

Procedures for the day-to-day management of the setting are strong and, as a result, the setting runs very smoothly. Children's health and safety is given the highest priority and systems for ensuring that children are safeguarded are robust and thorough. All risks have been assessed and the setting is safe and secure. Resources are used extremely well to provide children with high quality experiences that ensures children make strong progress and develop in a happy and safe environment.

The manager's passion for supporting children's development is evident and reflected in the high priority given to staff training. As a result, adults demonstrate exceptional knowledge of early years care and education and an on-going commitment to improving practice to enhance the children's experiences even further. For example, parents and carers requested increased opportunities for communication with the setting. In response, an induction pack was developed so that parents and carers are now better informed about events and how they can support their children. The setting has identified future development needs. For example, the potential to extend opportunities for free-flow to the outdoor area, to maintain and build on existing strengths in children's independence and confidence, has been identified and steps have already been taken to address this aspect of provision.

Inclusion is strong because adults are skilled in sensitively and warmly enabling all children to participate in activities and make similarly strong progress. The setting works extremely positively in partnership with a range of agencies to ensure that support for children is consistent and focussed on individual needs. Relationships with parents and carers and the local infant school are strong. Parents and carers express every confidence in the staff and are happy to leave their children in their care. The setting regularly uses a range of activities such as questionnaires to gather their views and ideas and these contribute to improvements in provision.

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

The setting is extremely well organised to help children achieve and enjoy their learning. Adults have very successfully created a happy and purposeful environment so that children settle quickly, are happy and confident. Indeed, a feature of the setting is the way in which the children excitedly hop, skip or jump into the setting. Adults take care that children are made to feel welcome and closely supported on a day-to-day basis. As a result, children get to know adults, particularly their key persons, very well and feel valued and safe. Adults follow clear procedures to maintain safety. Toilet and nappy-changing areas are immaculately clean and well organised to ensure children's safety and comfort.

Children's awareness of how to lead a healthy lifestyle is supported very well. Children are provided with a healthy snack during the morning such as buttered crackers, dried apricots and milk, in addition to freely accessible drinking water. The children sit at tables to eat their lunch and demonstrate good table manners because adults provide positive role models, initiate conversations and reinforce excellent behaviour through praise. This helps children to develop the necessary personal and social skills to support their future economic well-being.

The children's contribution to the community is excellent because children know that adults actively listen to what they have to say and value their contributions. For example, one child speaks animatedly about a recent visit to a zoo with adult interaction sensitively supporting the development of speaking skills. There is a real sense that the children are developing a growing awareness of personal responsibility. For example, children independently use a sand timer to ensure fair use of the computer and demonstrate strong relationships.

Curriculum planning is strong with interesting and stimulating activities planned to meet the needs and interests of all groups of children and reflecting all six areas of learning. For example, one child's persistent interest in trains was incorporated into activities to investigate the effect of magnets used to join the trains so that learning was closely matched to interests and needs.

Children have access to well-organised outdoor areas where activities such as ride-on toys, sand and water play support the development of social and physical skills very well. Children say that playing outdoors is one of their favourite activities. They demonstrate excellent independence skills and know how to use the activities safely and responsibly. That said, physical characteristics of the building means that the provision of free-flow provides some challenge which is very well managed by both children and staff.

'Learning Journeys' are regularly used by key persons to monitor children's progress with clear identification of the next steps in learning to maintain the pace of learning. These focus on children's achievements and demonstrate the children's excellent progress. Parents and carers are regarded as valued partners in their children's learning and their comments contribute to comprehensive reports completed by key persons. Assessments of the children by key persons are based on regular observations.

The setting is extremely well resourced and activities are carefully planned to encourage children to appreciate and value a diverse range of cultures and backgrounds. For example, children are encouraged to talk about their own cultural experiences and try foods from around the world. Dressing-up clothes include national costumes, and dolls with a range of skin tones help children to develop respect for each other and for people living in different contexts.

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