

Newdigate Pre-School

Inspection report for early years provision

Unique reference number	122674
Inspection date	13/07/2010
Inspector	Gail Robertson

Setting address	Village Street, Newdigate, Dorking, Surrey, RH5 5DJ
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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

Newdigate Pre-School opened in its current premises in 1995, although it has been established in the village since 1970. It operates from a self-contained bungalow within the grounds of Newdigate Infant School. There is ramp access for disabled use. Children have access to two rooms and there is a fully enclosed garden for outdoor play, which can be used all year round. Children also benefit from the use of the extensive school playing fields. In the summer term, the pre-school have use of the swimming pool, for supervised swimming lessons for the four-year-olds.

A maximum of 24 children may attend the pre-school at any one time. The setting is registered on all three registers, the Early Years, the Childcare and Voluntary childcare register. The pre-school is open each weekday from 9:00am to 11:50am and 12:30pm to 3:15pm, term time only. There are currently 52 children aged from two to under five years on roll. Of these, 47 receive funding for nursery education. Children come from a wide catchment area and most children move on to the school. The pre-school has systems in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs seven members of staff. Four of the staff, including the manager hold an appropriate early years qualification, two members of staff are currently on a training programme. One member of staff holds a current first aid certificate and training for all has been arranged. The setting receives support from the Early Years Childcare Service. There are close links with the host school and other providers of early years services.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a setting that has maintained its outstanding grade since its last inspection visit. As one parent said, 'This is a fantastic place, it is a village institution. Children here are so, so happy and the manager and her team are wonderful.' Safeguarding is of the highest priority, ensuring the children are very well cared for. 'What fun each session is!' The children are bursting with things to tell their parents and they look forward to tomorrow. Children quickly learn and respond enthusiastically. This setting is highly inclusive and has great capacity to continue to improve because of the manager, her staff, parents and carers and the children work together as one great team

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 children's learning further by planning opportunities to challenge the most able in order to accelerate their learning.

- further support parental contributions to children's learning journals

The effectiveness of leadership and management of the early years provision

Safeguarding has the highest priority at this preschool. It is at the heart of all the preschools work with the children. Policies and procedures for children's safety are regularly visited and updated by the management committee, signed by all the staff and put into practice by them under the watchful eye of the effective manager. These documents are readily available and shared with the parents. Robust and suitability procedures are followed to ensure that staff are qualified and suitable to work with children. Staff have a clear understanding of their legal duties and responsibilities regarding child protection issues and should any concern arise about children's safety they know exactly who to report to and what to do. The risk assessments are thorough and adults involve children in their daily checks so children will learn how to keep themselves safe and free from harm.

All staff have relevant early years qualifications and deep knowledge of how children develop and learn, the deputy has a degree in Childhood Studies. However they are actively encouraged by the management to further their knowledge through continuous training to keep up to date with new legislation and current ideas for the Early Years children. Staff appreciate training and share their experiences with the other staff at every staff meeting. The manager, her deputy and staff team work really well together to maintain the highest of standards and drive improvement. There is an effective system to evaluate the quality of the provision and to identify areas for future improvement. It was with pride that the manager said, 'This was outstanding at the last inspection and we have done so much more now.' She has a clear vision and is constantly looking to develop the setting. At staff meetings everyone is encouraged to contribute their thoughts, ideas and suggestions to help compile the self evaluation form and parents contribute by questionnaire. Children have good opportunities to share their views and be involved. Everyone working in here, strives for improvement and want the children to be happy, confident, safe and make progress in their development.

The large creative and stimulating outside area is closely supervised and is open to the children throughout the session. The staff have created secret areas where children can hide but be seen, areas to plant vegetables, and where children can run, climb and areas where they can explore, be inquisitive and experiment. There is a wealth of good quality resources in the preschool for the children to use; these are well maintained and well organised to promote children's independence and for them to take responsibility for their own learning.

This is an inclusive setting where all children and adults are fully respected. They enjoy each other's company, laugh together and work hard. All children's differences are celebrated and shared so there is a mature understanding of individual needs. The Manager has a system of planning that arises from knowing the needs and interests of the children. The key worker system works well here

and staff go that bit extra to ensure that most children are stretched to the fullest.

The preschool has outstanding links with the parents and they all spoke highly of the setting. Some had travelled a great distance to come while others have had all their children go through the hands of the welcoming and approachable manager. Parents are encouraged to contribute to the learning journals and children also have access to their development story. Not all the parents felt that they really knew what the staff want of them when carrying out observations at home and this aspect could be developed.

There an outstanding relationship with other providers particularly the feeder primary school that the children will attend. Children visit the school numerous times, they often see the staff and the headteacher. All this will help children to have an easy transition into their next phase of education.

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

Children are seen as individuals and the staff know each child and their family well. The setting is most welcoming and there is a family feeling as soon as you walk into the bungalow. It is made attractive and cosy, and children have a great sense of belonging. Children share a warm and caring relationship with each other and staff. At the start of their learning journeys relevant and necessary information is obtained from parents and other sources to ensure children's particular needs are appropriately met. Children are eager to share news with each other and the staff. They are confident articulate speakers and not worried when talking in front of other children or adults. Staff help to stretch children's vocabulary but could challenge the most able further. For example, when boys were playing in the wonderful water tray, one boy began a conversation about pretending the tray was filled with milk. He knew where milk came from, about pumping milk into milk tankers but this moment was not picked up by a member of staff to develop the boy's knowledge further.

Children know how to react in the case of an emergency, they recalled everything they had learnt in their fire drill. They had access to drink throughout the session and knew how important it was to drink water when they returned from running a race in the infant school sports day. At snack time they know that they must pay attention to washing their hands and watch the staff clean the tables before the food is put on the juice bar. They have a superb choice of fruit but once again staff didn't check that all the children knew the names of all the fruits. Children did however know exactly which fruit was their favourite!. They have a choice of drink and even the youngest are expected with help to pour their drink. Snack time is used to learn about healthy eating, and hygiene, a time to learn to count and to relax in each others company.

The planned daily programme arises from the staffs observations, assessment and monitoring the children's individual progress. This is effective and is backed up with many types of evidence including photographic and short reflective accounts of what children can do. Children have made mobiles with all the things they think

they are good at recording using words and pictures. This leads to staff's good ability to plan the next step in each area of learning. All children make very good progress as a result of the high quality of adult input and the effective verbal communication between staff.

Children thoroughly enjoy the adult lead activities although they also have time to decide for themselves what they would like to do. They quickly become absorbed in their learning and they progress rapidly. For example, when outside in the sand area they dig and fill containers, make sand castles and decorate them knocking them down and start all over again. They share equipment and ask politely for tools and decorating materials. Children rise to the praise given to them. They really put their whole energy in the Infant school sports day. They watch with interest, cheer on their friends and siblings and keep to the rules told to them by the adults. Singing and action song time is a great favourite. 'What's the Time Mr Wolf' is played over and over again to shrieks of laughter when it is dinner time for the wolf. They carefully look at the pictures in the books and try to guess what is happening in the story, the older children read some of the stories repeating words. All of this results in children making very good progress in their learning and encourages them to become active learners and to gain appropriate skills for the future.

They are well prepared to go on to their next phase of education after time in the preschool. The behaviour is exemplary, have excellent attitudes to learning, and love the excitement of finding out about the world around them. Children are extremely happy and contented here. They have a great start to their school life and their learning journey.

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