

Shoreham Pre-School

Inspection report for early years provision

Unique reference number	EY293803
Inspection date	16/07/2010
Inspector	Gill Bosscheart

Setting address	Swiss Gardens, Shoreham-by-Sea, West Sussex, BN43 5WH
------------------------	---

Telephone number	01273 441026
-------------------------	--------------

Email

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

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.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Shoreham Pre-school opened in 2004 and operates from a room in a primary school in Shoreham. It has its own enclosed playground for outdoor activities. There is easy access to all parts of the setting. The pre-school serves families from the local residential area. There are five members of staff, all of whom have National Vocational Qualification at level 3; the fourth is an experienced primary and special needs teacher. The setting is open from 9.00am to 12.00pm each day Monday to Friday and each afternoon from 12.30pm to 3.00pm, except Wednesday. The setting receives support from the Early Years Development and Childcare Partnership. It is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly trained experienced staff are very competently led by a passionately enthusiastic Manager who has ensured that high standards are sought and achieved. An excellent knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with great success. Children are safe and secure at all times, partnership with parents is outstanding, so too are the links with other agencies, all of which contribute to ensuring that all children's needs are met as inclusion is promoted extremely well. There is excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- update the parents handbook to include a section on mathematical development

The effectiveness of leadership and management of the early years provision

Leadership and management is outstanding. A wide range of policies and procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. Risk assessments take place daily and are recorded. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff are well trained and very keen to keep up-to-date with their training, taking every opportunity to attend courses. Two members of staff hold paediatric first aid certificates, all staff are first aid trained and a rota to upgrade training is in place. All recommendations from the last inspection have been implemented, an action plan for each area shows dates and progress towards completion.

Partnership with parents is excellent, they have many opportunities to know and understand what their children are doing and how well they are achieving. Parental questionnaires show how much parents feel valued. These are carefully evaluated and as a result of one, the afternoon session was provided. Children's opinions too are sought, recorded and if possible acted upon. Meetings with the manager or their child's key worker are very frequent as no appointment is necessary. Social outings and other events for staff and parents encourage deeper understanding of one another. Regular newsletters and little notelets headed 'Just to let you know' or 'Ask me about...' are sent home with children. These keep parents informed about their child's day in the setting and provide stimulus for conversation and deeper understanding of the developmental stages. At present, the very informative booklet for starting the pre-school does not include a chapter on mathematics.

Planning is on an individual basis; it is very clear but flexible should the child's interest take them elsewhere. Key workers focus on areas for development, observing, assessing and recording, this includes 'next steps'. Staff focus on two children a week, recording areas of learning. The weekly staff planning meeting allows the opportunity to discuss, re-plan and file these notes. At the end of their time in the pre-school the child's 'Learning Journey' file is divided up and all photographs and pieces of work are sent home for parents to keep, with a pleasant covering letter saying how much staff will miss the child. Several parents commented on how much they appreciated these files as they could see both physical and developmental changes, which they will treasure.

Official documents and stages of developments are sent to the new school together with any other additional information to aid easy transition. Leavers are photographed in their new school uniforms and displayed for their friends to see once they have moved on to their new school. Staff show great warmth, care and attention to the needs and safety of the children putting the child at the heart of all that they do. There are excellent, well-established, links with local health services and others, for example, the local Lollipop lady, the librarian and others all of who are welcome visitors to the pre-school.

Self-evaluation is very good. The Self-evaluation form is on line it has been completed with staff and is currently being updated. Evidence to support the Self Evaluation Form is kept in a file for easy access. Links with the county advisory service for evaluation ensure standards are well understood and recorded. All improvement work is completed fully and promptly.

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

The Pre-school is outstanding. It provides a safe, secure, warm, and exciting environment that enables excellent learning opportunities. Areas have been carefully thought through to provide the maximum play and learning conditions. Children enjoy being there and settle very quickly on arrival, greeting staff with smiles and hugs. They feel secure because staff work so closely with parents.

Comforters can be brought from home for added security. The recent art-work with an artist- parent produced some delightful mosaic plant pots made by the children. A leavers' present of a bay tree has ensured that a 'Noo Noo tree' will be present for the beginning of the new pre-school year, ready to place discarded comforters.

Free flow between the inside and outside learning areas encourages independence and enjoyment, moving the children forward in their learning and development. Excellent opportunities are given outside to work on a bigger scale and for extended periods as well as offering sensory experiences through contact with the weather, the natural world and the local environment. A garden of vegetables, flowers and fruit grown by the children help them to understand the natural world. Photographs of their gardening year also help them to understand the seasons and the passing of time. Home-grown pumpkins at Halloween, sweets made for Diwali, chocolate eggs at Easter, and the Christmas story as celebrated in Sweden with gingerbread, all enhance children's understanding of diversity and equality. Labels around the room are in other languages. The pre-school also supports a child in Kenya and photographs of her, her family, their house and food help children explore further equality and diversity.

Staff support learning very well often by playing alongside children, knowing when to extend vocabulary and when to stand back and let children persevere. There is an excellent balance of child-led activities and adult initiated activities. A selection of good quality picture books both fiction and non-fiction is available and children are encouraged to choose freely as well as share with an adult. Opportunities are available to practise emergent writing skills outside both with sticks in the mud or sand and on paper; inside the same opportunities exist with chalk and felt tips on a special blackboard as well as on large sheets of paper which are freely available. Story and rhyme, as well as music and song are used very effectively to encourage language development. A music teacher-parent helps children with singing and music and movement. A lively performance of pirate and sea songs was given to parents during the inspection.

Small world and role-play help children to engage with their peers effectively and develop a sense of being part of a community. Large and small construction, hard hats and high visibility jackets develop imaginary and creative play. Children's particular interests are used to develop learning, hence the pirate party and songs. Parents were eager to tell the inspector how good the setting was, how much their child enjoyed their time there, and how much they appreciated the care and support that their child has been given. The curriculum is further developed by visits out to local shops, a farm and the infant school and visitors to the pre-school such as the road safety officer, the policeman, a fire officer, the local midwife and a puppet theatre.

Staff have very positive attitudes towards inclusion; excellent systems are in place to ensure children with learning difficulties and/or disabilities are well supported and included throughout the provision. Behaviour is exceptionally good. Staff are vigilant and are quick to divert attention or offer alternative toys that prevent squabbles and encourage excellent social skills. Snacks are healthy and carefully monitored. Children help themselves and pour their own drinks. Water is available

throughout the day. Children are encouraged to wash their hands after toileting and before eating food. They have access to the school's gym equipment and also the adventure playground.

This is an excellent pre-school which is very well led and managed. The staff are highly motivated and dedicated to the care and development of all children. Children are totally prepared for the next stage in 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----