

Colgate Pre-School

Inspection report for early years provision

Unique reference number 113443
Inspection date 08/09/2010
Inspector Helen Penticost

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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

Colgate Pre-School registered in February 1992 and operates in the village hall situated in Colgate. The group has access to a medium sized hall, a kitchen, toilets and a fully enclosed outdoor area. The setting is registered to care for 26 children between the ages of two and five years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Overnight care is not included. There are currently 47 children on roll, 29 of whom are in funded educational places. The pre-school supports children with additional needs and any who are learning English as a second language. Children from the immediate and surrounding areas attend for a variety of sessions each week. The pre-school is open for five days a week, offering morning and afternoon sessions, during term-time only. Eight out of the nine staff hold qualifications in child care, one is working towards a qualification and several are undertaking further professional training. All staff attend regular training to maintain certificates of first aid and to update their knowledge of child protection procedures.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they play and learn in a thoroughly inclusive child led environment. They are happy and settle very quickly at the pre-school, supported by a highly experienced and trained staff team. The setting has a strong commitment to continuous improvement which is achieved through constant review, evaluation and parental consultation. The partnership with parents is the pre-school's greatest strength. This ensures that parents are equal partners in their child's welfare and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the registration system clearly details times of arrival and departure for children and staff
- further develop the use of the outdoor play area to provide children with challenging and stimulating learning experiences.

The effectiveness of leadership and management of the early years provision

Effective systems are in place to promote safeguarding. Policies and procedures are clearly understood by staff to ensure that swift action is taken in the event of concerns. The staffing team are highly qualified and clear procedures are in place to ensure that staff working directly with children have undergone suitability

checks. Required records are in place; however, the current registration system does not clearly highlight exact times of arrival and departure for children and staff. Termly and daily risk assessments of the premises, toys and resources ensure that all potential hazards are minimized immediately. Children's good health is promoted well, through the procedures that are adhered to by staff. For example, the staffing team are trained in first aid and can therefore act quickly in the event of an accident or emergency.

The management and staffing teams have a very clear vision for the future of the setting and are exceptionally passionate about bringing about changes that will improve outcomes for children. Staff, parents and children are all included in the self-evaluation process and issues raised are acted upon. For example, parents highlighted the paving of the outdoor area as being uneven. This area has now been re-surfaced providing children with a safe area to run and play. The staff acknowledge that this is still an area of development for them. Policies and procedures are reviewed regularly to ensure that they are in-line with legislation and are then approved by the committee.

The learning environment is laid out well to encourage independence and self choice therefore developing skills for the future. The setting is child friendly and welcoming to the families through the innovative use of notice and display boards. Many new resources are currently being introduced, for example, child friendly cameras and laptops, to develop children's knowledge and understanding of information and communication technology. Staff deployment is excellent as they are intuitive and observant, which ensures that all children are included at all times. Effective links within the community, local school, other Early Years settings and other agencies, promotes partnerships for the benefit of all children and in particular those who may have additional needs. The setting provides an inclusive environment, where children are valued as individuals. They have recently provided wheelchair users with a ramp access to the building. Through activities and discussions, children learn about the diverse world in which they live.

Partnerships with parents are a very strong element within the setting. Settling each child is developed on an individual basis and in consultation with parents. Their input in completing some parts of their child's learning journal is fully appreciated and provides a basis for staff to plan for their individual development plan for the future. Parents are provided with a wealth of information about the pre-school and they also have access to a newly designed notice board where their thoughts and ideas are welcomed. Each child takes home a daily diary which provides parents with discussion points when asking their child about their time at the setting. This is seen as a two way process for parents to also make comments to the staffing team. Comments from parents include: 'I find the setting very safe and secure' and 'the activities are different every day and stimulating'.

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

Outcomes for children are well met. The staffing team are efficient in providing a bright, safe and stimulating child-orientated environment, where children can freely explore their play and learning. Children settle very quickly to their chosen activity and are able to separate from their parent/carer with ease. They are developing new friendships and re-kindling old ones after the summer break. They are encouraged to show kindness and consideration to each other and to help new children explore the resources. Children thoroughly enjoy playing together within the home corner, using the dressing up clothes and acting out scenarios. They are able to self select throughout their session at the pre-school and flow freely from inside to out of doors with ease. The indoor environment is well set out into different areas of learning with well thought out display boards.

Children are encouraged to keep themselves and each other safe through consistent and gentle guidance, for example, children are asked to run outside and not indoors because they may fall over and hurt themselves. They show that they feel safe and secure in the care of the staff, who they freely approach for a cuddle when they are unhappy or unsure. Children fully participate in their chosen activity and thoroughly enjoy their play. For example, children become engrossed in their painting activity and freely put paint on their hands and some up to their elbows. They use their painted fingers to make swirly patterns on their piece of paper. Staff are adept at asking questions to enhance children's thinking and communication skills. For example, they have a display board entitled the 'Thinking Tree' where staff have recorded children's thoughts and feelings. When children take part in singing time, props such as number tabards are used to develop children's knowledge and understanding of simple calculation.

Children are able to discuss their findings, for example, as they work out who's tower is the tallest and how they managed to make their play dough sausage longer. They show an interest in finding out about objects, materials and living things and are active, inquisitive and independent learners. Children access a wide range of information and communication technology, including child friendly camera and laptops. They explore the melting properties of ice and they play with the toy dinosaurs within the growing turf. Children explore their own cultures and that of others through celebrating festivals and through visitors to the setting, such as the animal ark to see living creatures from other countries.

There are opportunities for children to develop their large muscle movements, both inside and out of the setting. Indoors, they practise their climbing skills on a frame with a slide that the children thoroughly enjoy. Out of doors, children access ride on toys and cars as well as balls and frisbees. There are countless opportunities for children to enhance their fine motor skills through the well set out environment. For example, as they explore the play dough with cutters and rolling pins, paints with brushes and the very well equipped writing area.

Children's health is effectively promoted through daily routines, such as hand washing after visiting the toilet and before snacks and meals. Children access the

snack bar where they cut up their own fruit and pour their own drinks. For lunch, children bring in a healthy lunch box which is stored appropriately. Each child at the setting has a learning journal. This process starts by finding out information from the parents about their child as they complete the 'all about me' sections. The staff continue the process as they undertake observations to compile an individual development plan, which are then used to influence planning.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	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