

Box Pre-School Playgroup

Inspection report for early years provision

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| Unique reference number | 199410 |
| Inspection date | 05/10/2010 |
| Inspector | Beverley Blackburn |

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| Setting address | Jubilee Youth Centre, Box, Corsham, Wiltshire, SN13 8NZ |
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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

Box Pre-school is a well-established committee run group serving the community of Box in Wiltshire. It has been running for about 30 years. The group meets every morning in term time from 09:00 to 12:00 and 13:00 to 15:00 with a lunch club between these times. They have sole use of the downstairs rooms in the Jubilee Centre, which is in the centre of the village. They have shared use of the upstairs room and kitchen which are also used by a breakfast and after school club. The group uses a small outdoor area which has a safety surface for outdoor play. The pre-school is registered on the Early Years Register to provide care for a maximum of 30 children in the early years age group at any one time. There are currently 18 children from two to under five on roll. Of these, 11 receive funding for early education. The pre-school support children with special educational needs and or disabilities. At present there are no children attending who speak English as an additional language.

There are three staff members with one working full time and two are part time. Of these, one has early years qualifications, and two is working towards a qualification.

The setting receives support from the local authority Advisory Teacher and Child Development officer.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in an environment that is conducive to learning, their needs are appropriately met and their welfare needs are supported effectively. There are suitable arrangements in place to ensure children's safety and their well-being. Effective arrangements exist to ensure children are supported and are helped to make suitable progress in their learning and development, and to meet their individual needs. Good links with the parents help to involve them in their children's care and education. The staff have an accurate understanding of the strengths and weakness of the provision and are taking effective steps to improve. This will include a self-evaluation system to identify priorities for development that will improve the quality of the provision and the care and learning of the children. The manager has a clear vision for the setting, to raise its standard and the care and education of the children and to re-build their position in the community.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will

- improve the quality of the provision for all children
- ensure fresh drinking water is available to the children at all times
- ensure record of risk assessments are maintained, clearly stating when it was carried out, by whom, date of review and any action taken following a review of the incident
- ensure the details for contacting Ofsted is included in the complaints procedure and accessible to parents, should they wish to make a complaint to Ofsted
- develop observation, assessment and planning in order to effectively move children towards the next steps in their learning and development

The effectiveness of leadership and management of the early years provision

The pre-school environment is suitably safe and secure for the children to play. The staff ensure all areas of the premises accessible to the children, including the outdoor areas are appropriately checked daily. All Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. However, there is no written record of risk assessments indicating when it was carried out, by whom, date of the review and any action taken following the review. Staff are aware of their role in safeguarding children. For example all the required policies and procedures are in place, including the procedure to follow in the event of an allegation being made against a member of staff and the appropriate checks for adult working directly with children. The staff have secure understanding of the signs and symptoms of child abuse, as a result the arrangements for safeguarding children are effective.

The pre-school has a solid commitment to ensuring all information, which underpin effective management, are shared with the parents. Policies and procedures are easily accessible to them. The staff ensure children's progress is appropriately monitored to ensure they all move forward from their starting points. They routinely support every child to ensure their individual needs are met and that no child is disadvantaged. Activities are planned to make sure all children are included and that they receive an enjoyable and challenging experience across all six areas of learning and development.

The pre-school adequately promotes equality and diversity. Children's individual needs are appropriately met. There are some resources available that reflect positive images of diversity, however, the children would benefit from an increase in resources in order to develop their knowledge and awareness of cultural diversity and to help them embrace differences and similarities and to respect other cultures. Staff are aware of children with special educational needs and /or disabilities and where appropriate children would receive good support from the staff. The group is working closely with other settings that the children attend, such as the local toddler's group and the nursery. They have a good relationship with the local school and the reception class teacher; this enables the sharing of information in order to promote the continuity of the children's learning and development.

Children are developing a good understanding of the routine of the setting. They are encouraged to develop their independence. Children are learning to take turns and share, they are able to select and use resources independently, successfully building their confidence and self-esteem. There are suitable strategies in place to manage children's behaviour according to their age and stage of development. The staff ensure they have a positive approach to managing children's behaviour, such as lots of praise, encouragement and rewards.

The pre-school do not have a self-evaluation process in place, however, the group has identified areas for improvement such as developing effective strategies to help children manage their behaviour, improving the outdoor play area and raising the skills and qualification of the staff. The manager is newly appointed and has made some positive changes and is motivated and eager to make further improvement to enhance the outcome for children.

The group has also addressed the recommendations made at the last inspection and is working towards improving the education and care of the children.

The staff have a good relationship with the parents, they work well together, enabling an effective two-way communication, where information is shared effectively. There is a regular exchange of information with parents, providing them good information on how well their children are achieving, their well-being and development. From discussion with the parents, they are very happy with the care and education their children are receiving at the pre-school.

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

The children's learning is well supported through the provision of good range of toys and resources and planned activities. The environment is welcoming with good interaction and support from the staff, enabling children to learn through play. There is a good balance of adult-led and child-initiated activities. Children enjoy a variety of activities both indoors and outdoors, they also have good opportunities to develop their physical skills, through exercises such as running, playing games, riding on bikes and scooters. Children are able to negotiate their way around the indoor and outdoor space confidently. Children enjoy activities such as cooking which help them in developing their understanding of problem solving, reasoning and numeracy. Children enjoy music and movement, playing with construction toys, looking at books and listening attentively at story time. They enjoy the experience of using mark-making materials, art and craft or using their imagination and creative skills during imaginative play. Children are developing their communication skills as staff spend time talking to them. Staff use effective open-ended questioning, during play to help children think critically. They are encouraged to ask questions and develop their confidence in participating in conversations. Children are encouraged to take the lead in initiating activities from their interest, such as "the post office", they are helped to learn about writing letters, posting letters and weighing parcels. Children are making sound progress in

their learning and development.

The room is welcoming and is organised well to meet the needs of all the children. All toys and resources are easily accessible to the children.

The staff have started to do regular observations and record these in each child's learning journeys. They are able to link appropriately the six areas of learning to all activities, however, they have not as yet; form their observations plan the next steps in each child's learning and development. The Staff have a sound knowledge of the Early Years Foundation Stage learning and development requirements. The group helps the parents to understand how children learn through play and the Early Years Foundation Stage by sharing with them information about the children's progress.

Children's healthy lifestyle is supported well. They enjoy regular physical activities and learn about healthy eating. Children have a selection of healthy snacks and drinks, however, fresh drinking water is not accessible to them at all times. Children are helped to manage their own personal hygiene with suitable support from the staff. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with appropriate snacks. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures and discussion with the children how to keep themselves safe.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| 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 | 3 |

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Annex B: the Childcare Register

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