

Oxted Pre-School

Inspection report for early years provision

Unique reference number	122725
Inspection date	05/10/2010
Inspector	ISP Inspection
Setting address	United Reformed Church Hall, Bluehouse Lane, Oxted, Surrey, RH8 0AA
Telephone number	01883 730 406
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 assesses 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.

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).

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

Oxted Preschool opened in the 1970s and was registered in 1992. It is a committee run preschool that operates from two rooms within the United Reformed Church in Oxted, Surrey. Children have access to an outdoor play area. The setting is open from 9.15am to 12.15pm from Monday to Friday during term time only, and serves the local area.

The setting is registered on the Early Years Register to care for 24 children aged from two years to the end of the early years age range. There are currently 27 children on roll, who attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 10 staff who are employed at the setting, five of whom have relevant childcare qualifications. There is also a permanent volunteer. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Good relationships with parents ensure that children's needs are met and they make good progress in their learning, given their age, ability and starting points. The management and staff team regularly review the service they provide and identify any areas for development. This ensures that the provision remains responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- develop further the provision for outdoor play across all areas of learning
- develop systems for establishing a regular two-way flow of information with other providers where children attend more than one setting

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure children are cared for by appropriately qualified and vetted staff. All staff attend child protection training and are familiar with procedures to follow if they have concerns about a child. Effective risk assessments ensure that the

environment is safe, and these are regularly reviewed when changes occur, such as the introduction of the outdoor area. All required documentation that promotes children's health, safety and well-being is in place. Good use is made of resources at the setting. Space and equipment is well planned and organised to create a welcoming, stimulating environment where children can easily access a wide variety of learning resources and materials. Staff work well together as a team and share tasks and responsibilities throughout the morning.

The management team make good use of feedback from staff, parents and children to monitor and evaluate the provision and decide on priorities for improvement. Actions taken are very well targeted to lead to improved outcomes for children, such as the introduction of self-selection trolleys and pictorial catalogues, which have significantly increased children's autonomy in choosing resources. Staff work closely with parents to ensure they have detailed information about each child's background and needs, so that equality and diversity is effectively promoted. Parents receive comprehensive information about the setting through the prospectus, notice boards and regular newsletters as well as opportunities to meet staff to discuss their child's progress twice a year. The setting works well with external agencies where necessary, for instance if a child has learning difficulties and/or a disability. However, they have not yet fully established effective partnership arrangements where children attend additional day care settings, to ensure children benefit from continuity in learning and care.

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

Children show a strong sense of belonging and security at the setting. They settle well, are confident and quickly become familiar with the routines and expectations of the setting. They show an awareness of how to keep themselves safe when they remember to be careful not to bump into one another during a movement session, or that they must not leave the toys at the bottom of the slide because someone might get hurt. Children adopt simple good hygiene routines when they wash their hands before their snack, using the liquid soap and paper towels provided. They make healthy choices at snack time, enjoying helping themselves to fruit from the snack bar and pouring their own drink. They enjoy vigorous physical activity during a music and movement session as part of a healthy lifestyle, moving their bodies like a horse galloping or a frog hopping.

Children benefit from a well balanced routine with good opportunities for uninterrupted independent play. They make good relationships with staff and each other. Staff plan and provide a variety of interesting and stimulating activities, based on their observations of children's achievements and interests. This ensures that learning experiences are suitable for their needs and helps them make good progress towards the early learning goals. The provision for outdoor play is newly developed, however, has not yet been fully implemented across all areas of learning. Children are keen to communicate and confidently start conversations and share their ideas. They enjoy stories and sharing books with their friends. Children solve simple problems when they work out how many monkeys are left

when one falls off the bed, or how many pictures they will have altogether if they draw one more. They find out about the world around them when they discover that an owl's nest is made out of feathers and twigs, and compare it to their own home, which is built out of bricks. They develop skills for the future when they learn how to programme a toy to move forwards and back, or use the laptop to complete simple tasks. Children use their imagination to design and create, choosing materials from the craft trolley to cut and stick, and when they dress up and make tea in the role play 'café'. Children are well occupied throughout the session and enjoy their time at the setting.

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	2

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	2
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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
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	2

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
--	-----