

Alderholt Sunbeams Pre-School

Inspection report for early years provision

Unique reference number EY280020
Inspection date 03/11/2010
Inspector ISP Inspection

Setting address c/o St. James C of E (VC) First School, 17 Park Lane,
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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

Alderholt Sunbeams Pre-school is run by a voluntary parent management committee. The pre-school opened in 1967 and operates from its own building which is situated in the grounds of St James CE (VC) First School near the centre of Alderholt in Dorset. There is ramped disability access to the building. The pre-school has a separate enclosed outside play garden. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 26 children may attend the setting at any one time. It is open every week day during school term times from 8.30am until 3.00pm. Children may also attend for shorter morning or afternoon sessions. Children mainly come from the village and there are currently 51 children attending the setting, of whom, 31 receive funding for nursery education.

The setting employs eight staff, most of whom hold an appropriate early years qualification. There is one member of staff who is currently working towards a qualification and the manager has an Early Years degree. The committee also runs a parent and toddler group that operates from the village hall. The setting is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Alderholt Sunbeams Pre-School is good. Children enjoy the activities and achieve well in a bright, stimulating environment. They are very well behaved and fully included in well-planned indoor and outdoor activities. Excellent partnerships with parents and carers and the host school ensure that information is shared effectively to support children's individual needs. The manager and staff have a clear and effective knowledge of the setting's strengths and areas for improvement, such as improving the transition area from inside to outside. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop technology for children, for example, digital cameras and interactive whiteboards, to record and share their experiences
- develop the transition area in the outdoor environment, to extend further the learning experiences for children.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and child protection issues. They have a full understanding of the comprehensive policies and procedures in place. They are vigilant in ensuring children are kept safe and secure and carry out regular risk assessments to keep the indoor and outdoor environments safe. There are rigorous collection procedures in place, which are known and understood by parents and carers. Fire evacuation procedures are practised regularly to ensure that staff and children are familiar with the routines. Security within the setting is excellent and the outdoor play garden is fully enclosed. Staff are deployed very effectively to ensure that children are supervised during their time at pre-school. There are robust staff recruitment and vetting procedures in place, to ensure the suitability of adults working with the children.

Partnerships with parents and carers are outstanding. They receive information of special events and fundraising activities through newsletters, the parent's notice board and the website. They consider that the staff are friendly, helpful and approachable and keep them well informed of their children's learning journeys. They are fully involved in the completion of the initial information in the 'All About Me' documentation. Key worker and parents meetings are held termly, so that staff and parents can review each child's experiences and progress. Parents are very supportive of special events, such as, the harvest lunch and the Chinese New Year banquet. Partnerships with the host school are excellent and the pre-school benefits from excellent links with staff in the Foundation Stage to ensure children have a smooth transition to full-time education. There are also excellent links with outside agencies to support children with special educational needs and/or disabilities.

The setting is well led and managed. Staff have a clear, comprehensive idea of strengths and areas for development and there are good self-evaluation processes in place. The manager and staff have identified the need to develop a transition area from indoors to outdoors; so that they have a sheltered all weather area in the play garden. Currently, they are developing the use of technology in the pre-school, such as the digital camera and the interactive whiteboard, so that children can record and share their experiences. Good progress has been made since the previous inspection in recording children's progress in their 'All About Me' booklets and learning stories. The staff regularly attend staff meetings and take part in training to enrich and enhance their qualifications. Regular appraisal of staff is carried out. Effective use is made of a good range of resources to meet the children's needs. Staff work hard to ensure children are integrated in a range of well-resourced activities. They value the views of parents and carers and take these into consideration when planning for improvement. They demonstrate a good capacity to improve in the future through strong teamwork and the ability to provide interesting and exciting experiences for the children.

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

Children have valuable opportunities to learn through well-organised, purposeful play in the indoor environment and outdoor play garden. Activities are well planned and children make good progress across all areas of learning. They are well-supported in their play and staff value their ideas and include these in their planning. Children with special educational needs and/or disabilities are supported well in their learning and shown extra care and sensitivity and consequently make good progress.

Children are developing a good understanding of keeping themselves healthy and safe. Their healthy lifestyles are promoted well through the provision of healthy snacks and opportunities to exercise on their pedalled vehicles and balance and climb outdoors. They make independent choices and enjoy running, jumping and exploring their wooded garden. Children enjoy sociable mealtimes together and learn to use equipment safely as they make pumpkin soup, fruit salads and smoothies to drink. They grow, prepare and eat their own fruit and vegetables as part of their healthy living activities.

They benefit from talks on safety from firemen and policemen. Children behave very well and share resources sensibly. Staff are excellent role models with very clear expectations of behaviour. Children are very polite and show respect for one another. They readily help to tidy away their resources and prepare snacks for snack time. They have excellent relationships with one another and helped to compile the golden rules for the setting. Festivals, such as Harvest, Diwali and the Chinese New Year, enrich their experiences and they are keen to learn about life in other countries.

Children respond well to the care and support they are given and achieve well. Most can count up to 10 and beyond with confidence and recognise shapes, such as squares, triangles, circles and diamonds both indoors and outdoors. They enjoy singing songs, such as, 'Five Little Fireworks Standing in a Row', to practise their counting skills. They enjoy listening to stories, such as, 'The Owl who is Afraid of the Dark' and 'Handa's Surprise'. They recognise their names and most know how to write them by the time they leave pre-school. They enjoy making sausage rolls for their teddy bears picnic and dens in their outdoor area. They are confident to make decisions, explore and investigate and complete their own risk assessments and checklists when they play in their play garden. Creative skills are developed well as they complete their own self-portraits and they enjoy creating collages out of materials. They tunefully sing songs, such as, 'Old MacDonald Had a Farm', and book holidays in their Sunbeams Tourist Information Centre. They enjoy using the computer and programmable toys. However opportunities, for them to use technology, such as, digital cameras to record their experiences, are currently more limited. Children benefit from sensory walks in their outer environment and grow their own fruit and vegetables. Overall, children are well prepared for their next stage in learning in this interesting, inclusive environment.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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	1
The extent to which children develop skills for the future	2

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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