

Riverside Pre-School & Owls After School Club

Inspection report for early years provision

Unique reference number	199462
Inspection date	13/12/2010
Inspector	Margaret Faull

Setting address	The Mobile, Monkton Park School, Sadlers Mead, Chippenham, Wiltshire, SN15 3PN
Telephone number	01249-446782
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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

Riverside Pre-School and Owls After School Club has been open since 1992. The setting operates from a mobile unit within the grounds of Monkton Park Primary School in Chippenham, Wiltshire. It has sole use of the building and there is a covered area for outside play. The setting mainly serves the local area. It is registered on the Early Years Register for a maximum of 18 children aged from two years. There are currently 16 children on roll, including three- and four-year-olds who are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also welcomes children for whom English is an additional language. It is open weekday mornings from 9am until 12pm Mondays and Thursdays and from 9am to 1pm on Tuesdays, Wednesdays and Fridays, during school term times. The setting is also registered on the compulsory and voluntary parts of the Childcare Register and provides after school provision from 3pm to 5.30pm. A team of four staff work with the children on a full or part-time basis. All hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well organised and is poised to become even better, with the planned investment in facilities including the outdoor play space. The team has built up a positive and welcoming learning environment in which the children are happy and flourish. The key person system ensures that all children are well cared for and that their needs are met successfully. The setting has very good systems to help children through the transition from nursery to reception class in the neighbouring primary school and other settings. The partnership with parents is strong with active promotion of two-way communication, which is mostly effective.

What steps need to be taken to improve provision further?

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

- consider further ways to help parents and carers to contribute to their children's learning journey
- extend children's learning further by planning more innovative uses of the outside area.

The effectiveness of leadership and management of the early years provision

Safeguarding takes a high priority at the setting. The manager and committee have made sure all the necessary policies and procedures are well organised and available for parents and carers to examine. The policies are regularly updated and the records of accidents and medication administered are comprehensive. Child protection procedures are detailed and staff are well trained and confident in the

steps they must take if they have any child protection concerns. Staff are suitably vetted and are given plenty of opportunities to attend courses to extend their knowledge and understanding of how young children learn and how to keep them safe from harm. Fire drills are carried out regularly.

All staff have relevant early years qualifications, and are actively encouraged by the manager and committee to further their knowledge to keep up to date with legislation, planning the curriculum and the latest in care and educational ideas. They are well supported by the Child Development Officer from the local authority. The staff work really well together. They are a small, happy team who ensure children develop and flourish. The key person system is implemented well. The key workers know their children and families very well and ensure their needs and interests are met. Everyone contributes to the monitoring of the provision. At the formal and informal staff meetings, everyone contributes their thoughts, ideas and suggestions. In this way they accurately identify the strengths and weaknesses in the provision and plan for future improvement.

The staff actively work towards providing a safe, friendly and stimulating environment where children take their first steps towards independence. There is a wide selection of resources for the children to use inside and outside, although the team recognise that they do not always make the most imaginative use of the outside area. This area will be revamped shortly and all interested parties are being consulted. The resources are well maintained and well organised to promote children's learning. Resources are stored wherever possible at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. The setting has strong links with the parents and carers. Those parents spoken to made reference to the progress made by their children, although not all parents make use of the daily link books. The manager is exploring how staff can encourage parents and carers to contribute further to their children's 'development stories'. There are strong links with the primary school and good transition for those starting in reception. The management of the movement of the pupils for the after school club is good.

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

The setting is welcoming, attractive and cosy. Children have helped to make the room feel welcoming, with their bright, colourful paintings and other work that is displayed. There are warm relationships that have developed and there is lots of laughter and comforting smiles throughout the session. At the start of children's learning journeys, relevant information is obtained from parents and carers to ensure that the children's particular needs are met. Children are provided with a good range of planned activities within themes to help them learn and develop. Children want to come into the room and begin their play, and they quickly become absorbed in learning and progress rapidly. For example, as soon as they have self registered, they look around at the activities and quickly go to the activity they want to play at. While children are playing, adults engage them in meaningful conversation to increase their vocabulary and promote their ability to hold conversations with each other and the adults. Further opportunities occur at table

time after snack. There is a good balance between child-chosen tasks and key person-led activities.

Children rise to the praise given to them by staff and they know what is expected of them. They are active learners and this helps them to gain appropriate skills for the future. Children learn to keep themselves and others safe and are clear about what to do in the event of a fire. Children also learn about healthy lifestyles. At snack time, they know that they must pay attention to washing their hands and deciding on a healthy drink and snack of toast and banana. After an active and busy morning, they are ready for the snack. One child said that the milk is good for his teeth and another said that bananas have vitamins. Children know why exercise is important and they engage enthusiastically in physical activities such as music and movement and the ball games outside. They confidently run and jump.

Children engage in a range of creative activities and use their imagination in activities, such as making a collage of the Christmas story and making patterns with colourful beads and cotton reels. They really enjoy drawing and share their creative ideas with each other. Opportunities for fund raising for charities such as the 'Childline Pedal Push', 'Jeans for Genes' and 'Wear Red' broaden children's perspective on the wider world. Outside activities such as a 'Bear hunt' in the little wood next door, and visits to the library and the 'Zoolab' enhance the children's learning; their curiosity is nurtured to help them explore the world around them.

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	2
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
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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	2
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