

# Foundations Community Pre - School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY410691
<b>Inspection date</b>	09/12/2010
<b>Inspector</b>	Jo Scott
<b>Setting address</b>	St Peter's Church Centre, Church Street, Old Woking, WOKING, Surrey, GU22 9JE
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<b>Type of setting</b>	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*.

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## Description of the setting

Foundation Community Pre-school Limited opened in 2010. It is registered on the Early Years Register. The pre-school operates from St Peters Church Centre in Old Woking, Surrey and has access to one main playroom and an area for outdoor play. The setting sometimes uses other rooms on the ground floor, and have shared use of toileting facilities. The pre-school serves families from the local community and surrounding areas. They may care for a maximum of 20 children in the early years age group at any one time. They accept children from the age of two years. Children attend for a variety of sessions. There are currently 21 children on roll.

The pre-school opens five days a week during term time only. Morning sessions are from 9.00 a.m. to 12.00 p.m. The pre-school operates a lunch club from 12.00 pm to 12.30 pm and an afternoon session on Monday, Wednesday and Thursday, subject to demand. The lunch club was not operating on the day of the inspection, and the afternoon sessions did not operate during the term of inspection. The pre-school makes provision for children with special educational needs and/or disabilities and children who speak English as an additional language. It has a Christian ethos. The pre-school is in receipt of nursery education funding.

The pre-school is led by fully qualified managers and staffed to ensure required qualifications and ratios are met. Currently there are four staff including the managers, three hold full and relevant early years qualifications and of these, two are graduates. One member of staff is working towards an early years qualification. The pre-school receives support from an advisor from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The newly established team of effective practitioners work well together and ensure that children are valued and their individual needs met. Children are interested and motivated to take an active role in learning through play and they make good progress. Early stages of self-evaluation already benefit children, and the setting has clear vision for continuous development.

## What steps need to be taken to improve provision further?

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

- enhance the accessibility to outdoor learning so that children can learn independently

## **The effectiveness of leadership and management of the early years provision**

The setting is strongly led. The team is highly motivated and enthusiastic and they have made a very committed start to the operation of the pre-school. There is a detailed set of policy documentation, and staff understand the procedures to follow in the event of a safeguarding concern. They demonstrate that they are alert to each child's welfare and development. They have been proactive in trying to access additional training in this area, and whilst waiting for places on courses they have sought information ensuring they understand their roles and responsibilities. There are opportunities for practitioners to extend their skills and knowledge in all areas through ongoing training, and practitioners cascade information to the team to benefit children. This is already evident in areas such as promoting mark making through play, and using visual prompts and timelines for communication with children and encouraging them to make choices. Documentation is maintained well. Risk assessments are carried out daily, and highlight any areas which need monitoring or addressing, such as the temperature of the radiators in some areas of the building.

The team are highly reflective and have begun a detailed process of self-evaluation, seeking the views of parents through questionnaires and the views of the children in relation to the activities and resources they make available. This has already resulted in the setting making changes which benefit children, such as emailing the weekly planning to parents to ensure all know how to support and extend children's learning at home through discussion. The team are currently looking at how practitioners can best maintain each child's development records on a very regular basis. Partnerships with parents are outstanding; the use of individual diaries for the two way sharing of information enables key workers to use parents' knowledge of their child's learning when tracking development and planning activities. 'Parent's Evening' is well attended. Carers and extended family members also get involved in sharing information through the diaries, and this promotes working together. These systems ensure practitioners have the knowledge they need to meet children's needs and promote learning through meaningful play opportunities. Parents speak very highly of the pre-school, the experiences their children have, their relationships with practitioners, and the quality of the care.

The main classroom provides a child friendly and welcoming environment. It has been thoughtfully and appealingly laid out to ensure that children have excellent opportunities to make independent choices about what they do, from a very good range of good quality resources. These include those which reflect the diverse world, helping children learn about themselves and others. Activities are inspiring, with every child being meaningfully occupied throughout the inspection. At times the children are able to use other rooms within the building, enabling them to have additional space to move and play. Children enjoy being outside and staff ensure there are daily opportunities to access a good range of outdoor learning opportunities. As a team they are looking at how the restrictions of the building layout and the deployment of staff can facilitate free flow, and the quality and range and accessibility of activities. In the meantime they remain alert to children's

needs to make judgements about when children prefer to be playing inside or outside. Wider partnerships are valued. Children share in Christmas activities with toddler groups who sometimes operate from other rooms in the building, and they have planned a visit to the church. Children are learning about their community.

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

Children arrive happily and benefit from the evidently warm welcome they receive from the staff, who support them to separate from parents and carers. Mostly children settle immediately at the activities which are carefully planned to specifically appeal to them as individuals. Practitioners are alert to those who need some encouragement to do this. Children demonstrate that they really enjoy role play. They dress as Father Christmas and count presents into stockings, they mark make letters outlining what they would like to receive, recording the wishes of others too, and they use paper and tape to wrap gifts for each other. Children become immersed in play in the industrious pre-school environment, where friendships are fostered and children are keen to involve their friends and the practitioners in their play and learning. Their confidence with their key workers and the other practitioners indicates they feel safe. They behave very well, and demonstrate a very clear understanding of expected behaviours. They remind each other about being kind and taking turns.

Children are supported as they become more independent. Staff encourage and praise them as they put on their own coats and gloves, and talk young children through hand washing to ensure they understand why routines are important. The children enjoy being outside and have daily opportunities to use the playground. Adults ensure there is a good choice of activities for them to take part in during outdoor play, including physical play, role play and mark making. Children learn about safety through discussion, play and planned activities. For example, children take part in making meringue snow men, and learn that the baking tray is very hot when it comes out of the oven so they must sit still to look, and not touch. The children enjoy story telling, and are enthusiastic about joining in with practising their Christmas play.

Children enjoy snack time, and select from a good mix of fresh fruit and dry cereal. This is an unhurried time, children enjoy talking to each other as they eat. The children feel valued because staff demonstrate they are interested in their views. There are many opportunities for children to make choices about what they do. The inside environment is particularly enabling, with excellent use of storage and labelling so that children can self select and lead their own play. Staff are attentive, and move around with the children, supporting them when they feel it is appropriate to step in to extend their learning. Children make good progress.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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