

# Snapdragon Community Preschool

Inspection report for early years provision

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EY406413

**Inspection date**

19/01/2011

**Inspector**

Lynne Lewington

**Setting address**

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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*.

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## **Description of the setting**

Snapdragon Preschool opened in 2010. It is a sister playgroup to another local pre-school called Dandelions. The pre-school is committee run. The setting is accommodated in a community hall and has sole use of the premises when they are open. They use the main hall, a smaller room, and a small outside secure play area. The setting has access to kitchen and toilet facilities.

The pre-school is currently open between Monday to Wednesday 9.00am and 3.00pm offering full day, morning or afternoon sessions, term time only. The setting is registered on the Early years Register to care for no more than 26 children from two years. Currently there are 40 children on roll, 24 are in receipt of nursery funding for three and four year olds. The setting leader holds National Vocational Level Four, two staff hold level three, and two staff hold level two qualifications in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the provision is good. The setting has a warm welcoming busy atmosphere where children are actively involved in a range of activities which encourage all aspects of their learning. Most aspects of leadership and management are good. The setting has demonstrated in the short time they have been open, a strong commitment to continuous improvement through self evaluation and planning.

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

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

- undertake a fire drill ensuring the premises can be swiftly evacuated in an emergency
- develop links with other services in the community involved in childcare and education
- improve resources and practice to support children who speak English as an additional language.

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

Staff demonstrate a clear awareness of the action they must take if they are concerned about a child in their care. Comprehensive information is displayed on the notice boards regarding safeguarding children and a comprehensive policy ensures parents are aware of the settings role in reporting concerns. Appropriate measures are in place to ensure all staff are suitable for their roles within the

setting. Sensible measures are taken throughout the premises to promote the safety and security of the children. However, whilst the setting has a clear evacuation procedure and staff are confident about what they would do to evacuate they have not yet undertaken the drill with the children to ensure they can evacuate the premises swiftly in an emergency.

The premises are naturally light, clean and well maintained providing an attractive environment for the children's play and learning. Good use is made of the small secure play area and the local countryside and public play park to provide the children with daily opportunities for fresh air and physical activity. The good quality toys and equipment are stored attractively to enable children to make choices and access them independently. Carpets and rugs add to the comfort of the setting for floor play and quiet activities.

A clear equalities and diversity policy is in place setting a standard for the service offered. Staff encourage children to play with resources irrespective of gender and modern books and small world figures reflect generally a diverse community. However, currently the setting does not fully value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning, whilst also encouraging opportunities to develop their English language skills. Clear information is gathered from the majority of parents regarding children's culture and likes and dislikes in the form of an 'All about me' booklet. This helps the staff to understand and respect the children's individuality.

Very good partnerships with parents have developed through the warm welcome the staff offer. The comprehensive information available for parents helps to ensure they are fully aware of how the setting runs and what the children do. Notice boards, newsletters and meetings with parents in addition to daily contact all help to build positive working relationships. Parents comment favourably on the happy, busy atmosphere where children settle quickly and are enthusiastic to attend. The setting makes use of local community resources such as the local supermarket and play areas and they welcome the support from the early years team. They plan to develop links with local schools where children may move onto for their compulsory education.

A thorough self evaluation of the setting where staff and parents views were sought has enabled the staff team to focus on areas for further development. This includes improving the outdoor play and learning environment and developing more ways that parents can be involved. The enthusiasm of the leader and her team is evident in their relationships with the children and their parents indicating they will continue to improve the service they offer for the benefit of young children and their families.

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

Children enjoy and achieve well in this setting where the range of activities and experiences help to develop their skills for the future. Children demonstrate

increasing fine physical skills as they use pens, paintbrushes and scissors to make their own creations. They use the attractive fact and fiction books independently, quietly sitting on the carpet to look at the pictures or tell a friend a story. Staff encourage the children to use books and read to them both individually and as a group. The good quality books are displayed attractively enabling the children to have easy access. Children's interest in books is further encouraged through the opportunity to take a book home to share with family every week.

Children show increasing awareness of size, shape and position as they build with wooden blocks, play with small world figures and participate in role play in the shop. Some count items as they put them in their baskets or pass items across the counter. Planned activities enable the children to extend their learning. For example, they have been looking at patterns on animals identifying spots and stripes.

Children nurse dolls, taking care to smooth down their clothes and fasten them safely into the pushchair. These simple activities enable children to act out their life experiences and consolidate their learning. Children demonstrate a high level of skill using the computer to play matching games. They competently move the mouse and click. Some share their computer knowledge with staff and children confidently explaining how to do things. The daily outdoor activity provides opportunities to talk and observe the weather developing an awareness of the natural world around them.

Children behave very well. They show respect and consideration for those around them as they play. Many are beginning to develop friendships as they learn to help each other and look after their play environment. The children help to pack away the toys and sometimes work together to carry boxes. Staff are calm and confident in their roles, they talk quietly to the children and listen attentively to their responses. This sets a good example to the children who copy their behaviour.

Children demonstrate a good awareness of sensible hygiene routines such as hand washing and nose cleaning. They enjoy healthy snacks selecting the items they want and carrying their dishes back to the table, where they pour their own drinks of milk or water. This simple activity helps to encourage their fine movements and coordination and encourages self esteem and confidence. Children have many opportunities to develop their larger movements when they visit the local park and as they throw a ball, ride a wheeled toy, run, skip, jump, creep and crawl to activity songs. They demonstrate increasing awareness of safe behaviours as they walk indoors and move carefully around the low level tables and chairs. The staffs gentle reminders of safe behaviour help the children to consider their actions. Occasions such as birthdays provide the children with a chance to see birthday candles. They enjoy blowing them out and comment on their smell. The staff use this opportunity to raise the children's awareness of the danger of fire through repeating a poem with the children.

Staff undertake written observations of the children and identify the next steps in their learning through extensions of the activity or the child's interests. A simple record is also maintained each term of the progress each child is making in their learning and development. These records along with an album of the children's

work and photographs are made available for parents to see if they wish.

## 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	3
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

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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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