

Holyport Pre-school

Inspection report for early years provision

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Inspector Samantha Hunt

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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

Holyport Pre-school opened in 1965. It operates from the Youth Club Hall in the village of Holyport on the outskirts of Maidenhead in Berkshire. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school has use of the kitchen, main room and toilets. All children share access to an enclosed outdoor play area.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday during term-time. Sessions are from 9am to 12 noon on Monday, Tuesday and Thursday. Sessions on Wednesday and Friday are available from 9am to 3pm. There are currently 27 children attending the pre-school age within the early years age group, who attend a variety of sessions, both full and part-time.

The pre-school employs three staff in total. The three staff working with the children hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the setting and are forming secure relationships with their peers and staff. They have opportunities to take part in activities which enable them to make suitable progress in their learning. Staff demonstrate a sound understanding of the Early Years Foundation Stage framework and children's individual needs; they help children learn about healthy lifestyles well. Clear working relationships between parents and staff help to support children's welfare. Staff reflect on their practice identifying some areas that need improvement, however, some are missed, including a specific statutory requirement. The pre-school has addressed all recommendations raised at the last inspection, so overall, demonstrates a suitable capacity to improve

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: providers must maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

26/11/2010

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

- extend opportunities for children to develop their knowledge and understanding of the diversity of the world around them
- extend the partnership with parents by inviting them to contribute to children's development records, in order to improve assessment systems and aid progress
- improve children's safety by giving clear explanations about expectations for behaviour
- .develop further systems to monitor practice to highlight any gaps, for example, statutory requirements.

The effectiveness of leadership and management of the early years provision

The manager and staff show a clear understanding of their roles in safeguarding children. Clear recruitment procedures are in place. Policies relating to child protection have been updated appropriately since the last inspection, as required, showing the pre-school's commitment to improvement. Security of the setting is good. All visitors are asked to sign the visitors' book on arrival. The staff carry out daily visual checks of the setting prior to children arriving; however, risk assessments do not identify all aspects that need to be checked regularly, such as all outdoor play equipment, as required, this poses a risk to children. Additionally, the record is not kept as required, as necessary data is missing.

Staff meet weekly to discuss and review their practice. They evaluate suitably overall, although some areas for development are missed. They make improvements to produce better outcomes for children; for example, by introducing a writing table and making resources easily accessible, to support children's early writing skills.

Children have access to a sufficient range of age appropriate toys and resources that promote children's learning and development suitably, overall. Many are stored easily within reach and include a small range of toys that promote positive images. However, there are limited opportunities for children to find out about other cultures, customs or festivals other than Easter and Christmas. Staff encourage children to participate in all activities. Staff build suitable partnerships with other professionals, such as childminders, who come to pick up children from the setting, but do not extend this to any other settings children may also attend in conjunction with theirs.

Staff form warm partnerships with parents. They greet them in a friendly manner and make themselves available should parents wish to discuss anything with them. Parents are informed they can access their children's development files if they wish and staff share information, for example, if children do something new. However,

staff do not gather information about children's development prior to them starting or encourage parents to contribute to the process. Parents state they are happy with the progress their children make. They comment on the friendly welcoming staff and feel their children are very happy at the pre-school.

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

Children play in a bright, welcoming building where they have plenty of space to spread out and play. Most children part well from parents and are eager to get on and initiate their own play. Children relate well with other children and staff, and generally share toys. The pre-school room is set up with toys and resources to support all areas of children's development. Children make choices about their play, such as painting materials as they create pictures. Children begin to develop their independence well as many go to the toilet without prompting, or know they need to wash their hands after doing some painting. Staff ensure they are on hand to support children and use effective questioning techniques which help to extend children's learning suitably. For example, they ask children questions about the object or toy they have brought in for show and tell. Children clearly enjoy outside play and have opportunities to be outside in all types of weather. They develop their physical skills as they enjoy splashing in a puddle and making patterns in the sand with the wheels of their tricycles. Staff become the petrol attendant as the children decide they need to stop and fill up with petrol from time to time. Staff encourage children to decide how much the petrol will cost and when their bikes are full up. Children access books freely and enjoy sharing stories and toys with their friends. They are confident to ask staff to read them a story, before climbing onto the comfortable sofa to listen. Staff ensure children can see the pictures and encourage them to identify the numbers on the clock in the story. Staff run their fingers across the words as they read. This helps children to understand that print carries meaning, so they develop suitable skills for their future lives.

Staff plan appropriate daily routines that include indoor and outdoor play, and encourage children to initiate their own play. Staff observe and assess children's development regularly and keep examples of their work in individual developmental folders to show their progress. Staff know a lot about children's backgrounds and families, however, they do not seek information about children's starting points when children first start, at the pre-school which stops them progressing as quickly as they might. Similarly, staff do not encourage parents to contribute what they know about their children to on-going developmental records

Children develop their awareness of how to keep themselves safe, appropriately, overall. They practise the evacuation procedure learning how to leave the building quickly, when needed. Children readily approach staff for support at activities indicating that they feel safe. The staff supervise children well. However, whilst

children's behaviour is generally good and they share toys well, sometimes they run in the hall to get to other activities. Staff ask children to stop running but do not give clear explanations about why this behaviour is unsafe. Despite this, children receive praise and encouragement from staff, which helps them to feel comfortable and settled.

Children's health and well-being are promoted well. They have daily opportunities to access fresh air and exercise. Staff ensure children put on their coats before going out because it is cold and older children know they need to put on their Wellington boots so their feet don't get wet. Snack time is a social occasion with children and staff engaging in conversation around the table as they eat their fruit and have a drink. Effective hygiene procedures are used to minimise risks to children's health. Staff ensure the tables are wiped down before children eat and children are encouraged to access tissues to wipe their noses before placing the tissue in the bin when they have finished.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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