

Giffard Park Pre-School

Inspection report for early years provision

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Inspector	Jill Milton

Setting address	Giffard Park County Combined School, Broadway Avenue, Giffard Park, MILTON KEYNES, MK14 5PY
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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

Giffard Park Pre-School registered over 15 years ago and is a voluntary group managed by a committee. The pre-school operates from rooms within in Giffard Park County Combined School in a residential area of Milton Keynes. The intake of children is from the surrounding neighbourhood communities. Children have access to outdoor play spaces. The pre-school is registered on the Early Years Register. A maximum of 28 children between the ages of two and the end of the early years age range may attend at any one time. There are currently 45 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school opens on weekday mornings in school term time from 8.50am to 11.50am and there is an optional lunch club from 11.50am to 12.15pm. On Monday and Wednesday, there is an afternoon session operating from 12.20pm until 3.20pm. The pre-school supports children with special educational needs and/or disabilities. Support is also provided for children for whom English is an additional language. The pre-school employs eight staff to work directly with the children and of these, over half have appropriate qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good overall progress with many aspects of their learning and development in this well organised pre-school. The staff are implementing a number of successful procedures that enable them to care for individual children effectively. There is a positive attitude to maintaining improvement amongst the staff and this is bringing about encouraging benefits to the children. Staff establish strong partnerships with families and other professionals linked to the pre-school.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to explore the natural world both in the indoor and outdoor areas
- provide a more stimulating range of resources to support children's interest in early writing.

The effectiveness of leadership and management of the early years provision

The staff are aware of their responsibilities in safeguarding the welfare of the children. They undertake training in the area of child protection and ensure they keep reference materials accessible to aid speedy referral of any concerns. Adults

working in the pre-school undergo checks to indicate their suitability to work with children and there is a strong system in place for recruitment and induction of new staff. On a daily basis, the staff maintain a safe environment and they keep written records to support their visual checks of areas where children play. Staff explain procedures for the arrival and collection of children so that parents are clear about safety and a member of staff carefully monitors the entrance to the setting.

The staff team work well together, aided by the competent leadership from the management team. The staff are clear about their responsibilities and a weekly rota ensures fair allocation of tasks. The staff provide a welcoming and colourful pre-school. There are a good range of resources overall and many items are within children's reach to encourage them to make decisions about what to play. The staff are careful to display and use a wide range of resources that promote positive images of diversity. This provides messages to the families attending of the respect the staff show to all. The staff engage parents in friendly daily conversations and they are taking some positive steps to encourage parents to share in their children's learning. Stay and play sessions invite parents and carers into the pre-school and staff use these events to promote aspects of children's welfare such as healthy eating. Good links are also in place with the school and with childminders so that children receive continuity in their care.

The staff evaluate their work successfully and are striving to improve the quality of what they are offering. Individual staff contribute ideas to the team and together this is making a difference to the children's experience. One example is the way staff noted a pattern of accidents in the outdoor area and acted to alter the play surface. The staff receive good support to their professional development and between them access a wide range of courses. The committee is working effectively with the staff to offer help in a number of areas, such as reviewing policies and administrative tasks. Parents freely comment on the improvements to the pre-school in recent times.

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

Children are keen to take part in energetic activities in the outdoor play area that is open for some of each session. Wet weather is no deterrent, as children happily put on their all-in-one weather suits to play outside. Children show competent skills at using wheeled toys and balance beams as they progress with their physical development. Staff encourage parents to engage in activities too by displaying helpful information about sharing games like throwing and catching. Children enjoy learning about healthy eating as they decide on toppings for their pizzas such as fresh peppers or cheese. They adopt good hygiene as they wash their hands before cooking and wear protective aprons. Staff respond kindly to children who are feeling ill and they adopt effective procedures for recording accidents and administered medication. Staff plan sensibly for short outings, with a risk assessment of potential hazards and preparation of an emergency box. Children gain an awareness of their local community and the school environment through these trips.

Children play safely with reminders about walking indoors and using equipment sensibly. They settle well when parents and carers leave at the start of the sessions. Children are developing independence as they visit the bathroom or make their own decisions about what to play. They are keen to learn and enjoy sitting with staff in small sociable groups to take part in art activities or to build towers of construction bricks. Children are progressing with early number concepts and songs that focus on counting down numbers are well known. Children enjoy listening to stories and they concentrate well at times when a member of staff reads to the whole group. Staff manage the children's behaviour in a consistent way and children receive praise and encouragement. Small groups of children are starting to use shared ideas to make up stories with friends, for example when deciding to go on a shopping trip and needing to write lists. Although children can access some paper and pencils for this, the range of writing materials to support their interest in mark making is not very stimulating. Children are gaining in skills for their future as they use some interesting toys that use technology, such as radio-controlled cars and most days they can access a computer. They learn that resources can be useful, through recycling of materials in the pre-school and the collection of rainwater in the outdoor area. At times in the year, the children's access to natural materials to explore is a little limited in both the indoor and outdoor areas. Creativity is an area they are enjoying with sensory experiences using collage and paint.

Staff monitor children's individual progress effectively using informative and attractive record books. Overall, there is good coverage of the six areas of learning. Children each have a key member of staff who collates the records for them and they spend snack time in their small key groups to aid a sense of belonging to the pre-school. Staff provide good support to children needing extra help and they work successfully with other professionals to gain information to inform this aspect of their work. Staff check that children are progressing towards the early learning goals and they add helpful explanatory notes of the process they are using to parents.

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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