

Caversham Heights Pre-School

Inspection report for early years provision

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Inspector

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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*.

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

Caversham Heights Pre-School has been registered since 1963 and is a committee run group. They operate from the Methodist Church Hall in Caversham, near Reading and serve the local area. Children have access to a secure outside play area. The pre-school operates term time only, offering a variety of sessions. Sessions operate from 9.00am to 11.30am on a Monday; 9.15am to 11.45am on a Tuesday and Thursday, with afternoon sessions on these days for older children running from 12.20pm until 2.50pm. The pre-school is also open from 9.15am to 1.15pm on a Wednesday and from 9.15am to 12.15pm on a Friday.

The pre-school is registered on the Early Years Register for a maximum of 30 children aged from two to five years and there are currently 39 children on roll. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery gets funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities, and a number of children who speak English as an additional language.

There are seven members of staff that work with the children and one support worker. Of these staff, one has a relevant early years qualification at NVQ level 2, with the rest all having an NVQ level 3 and one member of staff having Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well and they make excellent progress in all aspects of their learning. They enjoy an inclusive environment where the staff team's strong relationships with parents and others involved in their welfare, learning and development. The environment and daily routines are organised to provide innovative and challenging opportunities for children. Self-evaluation within the setting is rigorous and excellent monitoring of all aspects of the provision enable staff to identify areas for development that focus on sustaining high quality outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making use of the 'letters and sounds' framework to reinforce consistently good practice when teaching children early phonic sounds.

The effectiveness of leadership and management of the early years provision

Safety is of paramount importance in this setting. All staff undertake safeguarding training, and they have an excellent understanding of Local Safeguarding Children Board procedures. Policies and procedures related to safeguarding are clear, providing comprehensive guidance to staff and information to parents and carers. Staff have confidence in implementing safeguarding procedures and ensure that parents understand their responsibility to protect children in their care.

Recruitment procedures ensure that all staff and committee members are checked to confirm their suitability to work with children, and there are effective processes in place to ensure staff remain suitable. Routines that support safeguarding practice are very thorough. Visitors and parent helpers are asked to provide suitable identification, their presence is recorded and they are supervised at all times. Excellent daily routines and systems of checks ensure that children remain safe and secure. For example, risk assessments of all areas are detailed and are supported by rigorous daily checklists that ensure the premises and all equipment remain safe and suitable for children's use. All regulatory policies and procedures are in place and fully implemented by staff.

The staff have created a vibrant, exciting, challenging environment where children enjoy innovative opportunities to learn through their play and experiences. Equality and diversity is skilfully woven into everyday practices, extensively underpinning every aspect of children's daily routines. Children have access to wide range of toys and resources reflecting diverse languages, lifestyles and practices. Children make use of sign language during snack time which reinforces other mediums for communication. Consequently children are inspired to achieve well and make excellent progress.

The parent committee show high levels of commitment and are fully involved in all key decisions within the setting and motivate staff very well. They are supportive of staff's personal development and training which results in skilled practitioners who confidently support children's welfare, and progress in learning. Staff have attended phonics workshops in the past, but there is some inconsistent practice amongst staff when working with the children in their focus groups, although overall children are making extremely good progress in their communication skills. There is a strong culture of reflective practice within the setting and self-evaluation is well focussed to ensure any action taken has considerable impact.

Partnerships with parents and carers are outstanding. Staff develop excellent relationships with parents and work very closely with them to ensure their children's needs are understood and met. Parents are kept very well informed about their children because they have frequent opportunities to meet with staff, and they are fully involved in identifying the next steps in their children's development plans. Information about the setting is shared through newsletters and notice boards provide regular updates and reminders of key events, and regulatory information. Parents praise the setting and the staff for their flexibility, understanding and caring attitude. Staff have extensive experience of working with

other professionals, for example, where children have specific learning requirements, in order to enable full participation for each child. Excellent links with other providers and childcare services are established in order to ensure coherence of learning, development and care.

The manager is experienced, well qualified and an inspiring role model. She leads a team of knowledgeable, enthusiastic staff who are committed to a common aim of promoting children's welfare and ensuring they maximise every opportunity to support children's learning across all areas of the curriculum. Together they continually reflect and review their practice and the services provided maintaining a consistent capacity for future development.

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

Children enter this setting with anticipation and enthusiasm eager to explore and take part in the extensive range of innovative and stimulating opportunities offered to them each day. Children are animated, happy and express a vibrant enjoyment during their time at the nursery. They show they feel safe by their strong capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they build a farm from construction resources or become completely absorbed during a craft activity as they carefully layer glue onto card to make rabbits for Chinese New year. Children have a rapidly growing knowledge of how things work and the skills they will need in the future. They are patient and take turns at the computer station, using the sand timer to make sure everyone has a fair turn. They are developing skills that will provide a strong foundation for future learning. For example, children are extremely competent in the use of computers and everyday technology. Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build strong and secure relationships with adults they know well. Children support and care for each other, they sit sociably together and chat to each other and adults who sit with them during lunch.

Children practise and consolidate skills as staff sit with them providing discrete support and direction. Children gain confidence from consistent, familiar adults who praise their attempts and achievements as they gain pencil control or recognise and name numbers. Children develop excellent observation and memory skills as they listen closely to a sound and matching game, persevering for long periods of time as they enjoy the company of staff and peers. Children's understanding of diversity, difference and similarities is reinforced by the full integration of all children in every activity and the celebration of a range of annual festivals and special events. They learn to respect and value their own culture, as well as those of other children they know because differences are recognised and valued. Children demonstrate their understanding of these in the consideration they show for each other during activities, respecting each other's space and taking turns and sharing well. Children learn to express their emotions and to demonstrate these appropriately because staff provide an environment where they feel emotionally secure. Staff demonstrate excellent role models and children

respond happily to reminders when their behaviour is sensitively challenged.

Children make excellent progress in their learning and development, relative to their individual starting points. Staff are extremely confident practitioners who use their knowledge of the EYFS to provide children with a wealth of learning opportunities in all areas. Planning is excellent. Staff use their observations of children effectively to identify their current stages of development and to plan for their next steps in learning. This effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. Children enjoy an extremely good balance of adult-led and child-initiated activities because staff ensure that they have a meaningful involvement in planning. Discussions with children identify key themes that they would like to pursue, such as learning about the world or astronauts in space. Staff support the children in their learning process as they know when to intervene and when to stand back which means children develop confidence to explore or seek help when they need to. Staff are exceedingly skilful at capturing such spontaneous opportunities to promote learning and use the events effectively to observe and assess children absorbed in their play. Staff pay careful attention to children's interests and suggestions and use these imaginatively to encourage child led activities.

Children's welfare is extremely well supported. Health and safety promotion with children is excellent. Children are kept safe from the risk of illness and cross infection because staff implement the setting's health and hygiene policies and procedures very well. Clear information provided to parents ensures that they know they will be contacted immediately should their child become ill, and there is a clear sickness policy in place. Any specific health needs, including allergies and dietary requirements, are noted and well supported, as staff seek additional training from medical practitioners so that support is specific to the needs of the family. A very high emphasis is placed on children learning outdoors. All areas of the curriculum are available in the newly re-furbished and vibrant outdoor environment and resources to promote these are available to all ages of children which meet their developing needs. Children enthusiastically take part in a treasure hunt of sea creatures, or climb aboard the pirate ship, to sail to countries across the sea.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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