

Little Spinnakers Pre-School

Inspection report for early years provision

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Inspector	Jacqueline Munden

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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

Little Spinnakers Pre-school registered in 2010. It operates from the hall in Christ Church, United Reform Church in Milton, Portsmouth. Children have access to the church hall and an enclosed outdoor play area. It is a community pre-school managed by a committee of parents and serves the local community in Milton and the surrounding areas.

The pre-school opens Monday to Friday, during term times only. Sessions are from 9am to 12 noon and 12 noon to 3pm. A lunch club is provided for children staying all day or arriving for the afternoon session. The pre-school is registered on the Early Years Register to provide care for 30 children in the early years age group, aged from 2 years. There are currently 57 children on roll aged from 2 to 4 years. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The pre-school employs 10 members of staff to work with the children. Of these, six hold appropriate qualifications and three are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by committed staff in a welcoming and inclusive environment. The effective partnership with parents, and the key role they play in the management committee, has a significant impact on the running and of the pre-school as well as ensuring children's additional needs are met. A well developed knowledge of each child ensures staff promote most aspects of their learning and development well. Overall, children's health and safety are ensured through effective procedures and the maintenance of suitable documentation. Effective systems for self-evaluation ensure priorities for development are identified and acted on resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- closely monitor children's progress in all aspects and areas of learning to ensure staff can fully promote opportunities towards the early learning goals, with emphasis on problem solving, reasoning and numeracy, and knowledge and understanding of the world
- improve hand-washing procedures and access to drinking water to fully promote children's good health.

The effectiveness of leadership and management of the early years provision

Children benefit from the effective management structure and commitment of all those involved in the running and working in the pre-school. The committee and staff work cohesively to provide a welcoming and nurturing environment for children and their families. A robust vetting and employment procedure is followed to ensure all those involved with the setting are suitable. Staff have a clear understanding of safeguarding as most have attended training and the manager is booked to attend training to increase her knowledge further. Concerns regarding children in their care are acted upon promptly and appropriately. Therefore children are protected well. Staff are informed about policies and procedures regarding all aspects of safety as part of their induction, through ongoing appraisals and team meetings. Risk assessments are used effectively to provide a safe and secure environment both in and outdoors and for outings.

The committee and staff regularly evaluate their provision and identify ways in which to improve it. This demonstrates a vision for the future and a strong commitment to driving improvement. For example, staff continue to improve their skills through training such as learning Makaton to promote children's communication. They welcome support from the local authority early years team to develop their practice. Staff evaluate the effectiveness of daily routines and the impact they have on children's learning and make changes to accommodate their needs. For example, at story time, the group now divides into two smaller groups with similar levels of development to enjoy the activity. Since the pre-school moved to these premises, they have been working with the landlord to make improvements that impact on children's health, safety and enjoyment. For example, the outdoor play area has been resurfaced with a safety material and plans are in place to improve the toilet areas. Children benefit from the hard work of staff as they set up an inclusive, attractive environment each day. Space is used well to ensure all children are able to participate fully in the range of activities available. Children can access a wide range of resources to fully support their learning. Staff are deployed well and work efficiently around the setting which ensures that all children are effectively supported and supervised. They spend their time purposefully engaged with the children building warm and trusting relationships, which has a positive impact on progress and learning.

Equality and diversity is promoted well through the staff's positive attitude to respecting and valuing all people. Some resources and books reflect those from different cultural backgrounds and with disabilities. Staff take effective measures to ensure all children take part and their ideas valued and included. For example, a child expressing an interest in dinosaurs is used quickly incorporated in the session as a dinosaur song is played at music and movement time. Staff observe using children's interests has a positive impact on their learning and confidence. All children are valued and their individual needs are catered for well. Appropriately trained staff successfully identify and support children with particular needs and work closely with parents and other professionals to ensure their needs are met such as speech and language therapists. Children with English as an additional

language are supported well. Staff recognise the importance of having strong relationships with parents to secure children's good progress. Effective measures are taken to involve parents fully in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with staff frequently to discuss their child's needs, interests and progress. Parents report they are very happy with high level of care their children receive. They enthuse at the speed at which children settle and the rate at which they make progress. The setting liaises effectively with other providers of the Early Years Foundation Stage that children attends which complement children's learning and development.

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

Children are happy at the setting where they are fully supported and actively encouraged to achieve and enjoy. Children make good progress as they are engaged in a wide range of interesting activities that promote most areas of learning both in and outdoors well. Resources are readily accessible and ensure all children can take part. For example, easy grip mark-making equipment and puzzles of varying levels of difficulty to meet their different development levels. Children enjoy cooking activities and staff ensure all children can take part including those with special dietary needs. This is achieved as staff provide suitable ingredients that they can use and eat. A good range of adult-led activities are planned for each session to promote certain aspects of the early learning goals, to support certain children's progress and to promote investigation. These are delivered both throughout the free play parts of the session as well as in small groups led by the children's key workers. For example, children explore the qualities of cornflour and water when mixed together, developing their language as they do so. They describe it as cold and slippery. Staff ask some questions to challenge children and help them learn and solve problems such as working out how to stop the bead falling off the end of the threading lace. 'Shall we tie a knot'. They understand the need to adapt how they ask questions and speak depending on the age and development levels of children. For example, by asking 'can you find me a yellow block?' encourages children to respond. Children recently benefited from a planned outing to the local shops to buy vegetables and then made soup which they ate at snack time. This leads to the role play area being made into a café. This stimulated children's imaginations and some made paper coins to use with the cash register.

Communication and language skills are developed well as children have many opportunities to speak. They enjoy learning about rhymes and letters sounds as staff read to them. Some are so interested they ask for more and are told they can take the book home to share with parents. This fosters children's interest in books and forges strong relationships with parents and encourages them to be involved in their child's learning. Mark-making equipment is available in many areas of the setting which is encouraging all children including boys to develop an understanding that writing has a purpose. For example, boys write shopping lists in their role play saying they are going to buy some cheese and guns for their soldier friends. Some children are beginning to write their names as seen on their art work.

Children learn good skills for the future as they use some electronic toys such as a CD player they use when playing sound lotto. The setting has a computer for children to use to develop skills in information and communication technology, although this is not always made available. Children learn to use numbers as they use play money and weigh ingredients when cooking. They sing number rhymes and start to calculate as they play board games with dice. They learn about healthy lifestyles as they take part in physical exercise in music and movement sessions and the yoga sessions held each week. They benefit from the free-flow use of the outdoor area in all weathers where all areas of learning are promoted well. The pre-school provides wet weather suits for children and staff to wear to encourage this. Children are beginning to follow some effective hygiene routines. They know they need to wash their hands after using the toilet but are provided with hand cleansing gel before eating rather than washing their hands although facilities are available. Children are encouraged to bring bottles of water into the pre-school each day but this system does not ensure water is freely available at all times. Children learn about foods that are good for them as they enjoy healthy snacks. Children are learning to keep themselves safe as they take part in fire drills and follow safe walking procedures on outings. In the pre-school, children learn to use tools such as scissors safely and to move around with care so as not to hurt themselves or others. Children contribute to life in the pre-school as they learn about others in the world. They use multicultural resources and books. They find out about foods children in other countries eat such as India. Children learn to express their feelings and control their behaviour through effective support from staff and suitable strategies. For example, a sand timer is used to help them learn to take turns when playing with equipment. Children are learning independence as they are encouraged to put their coats on and hang them on their named pegs when coming indoors. However, some daily routines, such as snack time, do not encourage independence as drinks are served to them.

The team of staff know the children very well and maintain written records of their progress and next steps linked to some areas of learning to help them move on to the next stage in their development. However, the system used does not allow staff to closely monitor children's progress in all aspects and areas of learning to ensure they can fully promote opportunities towards the early learning goals; including problem solving, reasoning and numeracy and knowledge and understanding of the world.

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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