

Crowthorne Village Pre-School

Inspection report for early years provision

Unique reference number 119317
Inspection date 15/02/2011
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

Crowthorne Village Pre-School opened in 1974 and is a registered charity managed by a parent run committee. It operates from two rooms in the parish hall, Crowthorne, Berkshire. All children share access to an enclosed outdoor play area. Crowthorne Village Pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens each weekday during school term time. Sessions are from 9.15am to 12.15pm with an additional lunch club until 1.15pm on Tuesdays and Fridays. There are currently 35 children attending the pre-school within the early year's age group, who attend a variety of sessions. Children come from the local area. The pre-school currently supports children learning English is an additional language and children with special educational needs and/ or disabilities. The pre-school employs five staff in total. The manager and four members of staff 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 confident in the pre-school; they play and learn in a stimulating environment. Staff show a good understanding of children's individual needs and plan a balanced curriculum that supports all areas of learning. However, children do not currently have regular access to outdoor play to further support their good health and learning. The staff show a commitment to improving practice by addressing issues raised at the previous inspection and have begun to use self-evaluation suitably to support development. Whilst they are aware of some areas for improvement, they are in breach of regulations with regards to risk assessments and suitability of staff because the evaluation systems are not sufficiently robust. Therefore, overall, they show a suitable capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 28/02/2011
- ensure records are easily accessible and available for inspection. (Documentation) 28/02/2011

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

- improve opportunities for children to have access to fresh air and exercise to further enhance their learning experiences and understanding of healthy lifestyles
- review risk assessments to cover anything with which a child may come into contact, with particular regard to floor covers.

The effectiveness of leadership and management of the early years provision

The staff understand their responsibilities for safeguarding children's welfare. All staff have attended relevant training and show good awareness of the procedures to follow should they need to report any concerns they might have. Staff supervise children well and have clear procedures in place to make sure children are not left alone with visitors or helpers. The pre-school has sufficient secure recruitment procedures in place to check that staff are suitable to work with children, They are unable to demonstrate that staff have had criminal record checks at inspection. Records relating to staff suitability are not stored on the premises, so as to be readily available for inspection. This is a breach of requirements. Staff carry out suitable daily safety checks before children arrive; however, these do not highlight everything with which children come into contact. For example, a cover used to protect the hall floor has curled up edges and poses a trip hazard to children. A record of risk assessment is kept, however, it does not contain all required details. This is a further breach of requirements.. Despite these documentation weaknesses, staff safeguard children appropriately, overall.

The pre-school staff show a commitment to improving their practice and meet together regularly to discuss all aspects of the provision. Self-evaluation is used suitably; staff show awareness of appropriate areas they want to develop. Recommendations made at the last inspection have been addressed. For example, hand washing procedures have been improved and children's artwork is now displayed, so improving outcomes for children. Children have access to a good range of toys and resources laid out for them daily by staff. Organisation of the equipment ensures children have plenty of space to play purposefully. Staff show a good knowledge of the early learning goals and plan activities with children's individual needs and stages of development in mind. All children have a key person and staff are pro-active in gathering information about children individual needs and meet them well. For example, they compile key words in children's home languages to help children who learn English an additional language when they first start. The pre-school is forming appropriate partnerships with schools children move to. They make use of outside professionals, for example, to access support for speak and language development.

The pre-school establishes good partnerships with parents. Information about the pre-school and its curriculum are shared with parents through written policies and

regular newsletters. Parents receive regular reports on their children's progress and are encouraged to add information to development records whenever they wish. Parents speak highly of the setting. They comment on the support staff give them as their children they settle in and feel they receive good information about what children do. Parents feel the staff see their children as individuals and treat them with respect.

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

Children are developing positive relationships with each other and familiar adults. They show kindness and consideration to one another when they play together, sharing resources as they play with dough. Children behave very well and clearly know the rules about sharing with one another. They confidently tell visitors they have to share as they let them have some dough. Staff are good role models for the children and treat them with warmth and kindness. They interact with children at their level and give praise and encouragement which helps build self-esteem. Children's individuality is valued and respected.

Children have daily opportunities to develop their creative skills. They choose to engage in arts and crafts, using their imaginations as they do so. Children use resources such as pencils and paintbrushes confidently to make marks. They use scissors safely. They are eager to talk about and show off their work. They explore under the covered area and pretend to look for bugs such as spiders and snakes; they enjoy pretending to be dogs and dinosaurs. Children develop skills for the future as they learn to handle books. They turn the pages as they listen to the story of 'Goldilocks' on a tape. Many children identify their names as they sit at the table for their snack and enjoy doing puzzles. Children eagerly join in with familiar songs and rhymes and do the actions, such as hopping and jumping excitedly as they pretend to be bunnies and dinosaurs. This helps them to develop their listening skills and physical control.

Staff involve themselves well in children's learning and reinforce learning experiences through positive interaction and questioning. For example, they pretend to eat a 'lovely cherry pie' which children have made out of dough. They encourage children to talk about what is happening around them or what they are looking at when they use the binoculars or magnifying glasses.

Children develop their understanding of good health and safety through positive discussion and practice with staff. Children help themselves to tissues when needed and know to put them in the bin. Staff give good explanations about germs and children learn to place their hands over their mouths when they cough. This helps to minimise risks to children's health. Snack times are a social occasion where children develop their independence. They pour their own drinks and then eat fresh fruit. Staff support children and encourage them to engage in conversation around the table with their peers. Fire evacuations are practised regularly and help children learn what to do in emergencies. Children readily

approach staff for support at activities and are confident to talk to visitors to the pre-school. This indicates that children feel suitably safe.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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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Annex B: the Childcare Register

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

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