

Belmont Village Pre-school

Inspection report for early years provision

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27/01/2011

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

Belmont Village Pre-School is opened in 1976 and operates from the church hall attached to St John's Church in Belmont. Children have access to a secure enclosed outdoor play area. The setting is open each weekday from Mon - Friday 9:00am to 12:00pm. A lunch time club operates from Tuesday to Friday from 12 noon to 1.00pm.

The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children aged between two and a half and five years may attend, with no more than 20 in the early years age group. There are currently 25 children on roll. The setting receives funding for nursery education for children aged 3 to 5 years. The setting supports children who have learning difficulties and/or disabilities, and children with English as an additional language. There is a staff team of five and all have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre school setting is well organised, and a highly consistent staff key person system is in place to ensure individual children's development is supported. Children enjoy a highly stimulating and well prepared play environment, with well planned activities that enable excellent learning progress. Staff work effectively with parents and carers, and self-evaluation is well used to maintain improvement. Staff are consistent in their support for inclusive practice, and are currently developing the range of diversity based resources.

What steps need to be taken to improve provision further?

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

- develop and widen the range of diversity and multi-cultural play materials used during activities .

The effectiveness of leadership and management of the early years provision

Staff are appropriately trained and experienced, and the setting is effectively lead and managed. Staff work consistently as a team, and regular weekly meetings ensure that all staff are able to contribute to the planning of the play projects and learning themes. Staff are experienced and well qualified, and maintain a highly effective system to observe and assess children's achievement. Safeguarding is well organised within the setting, and staff show a consistent understanding of

child protection procedures and maintaining children's safety and security.

The setting provides children with a particularly high quality play environment, which is an outstanding feature of the provision. A wide range of well prepared play and learning areas are provided, to offer children consistent learning challenges. For example, an excellent range of role play set ups, engages children successfully in play shopping and airports. An excellent range of choices are included to stimulate a high level of child-led play and exploration. Throughout the setting, the presentation of large visual learning displays, and generous supply of art, craft and tactile resources, ensures consistent support for children's interests and creative thinking. The setting also makes effective use of well organised outdoor play and learning, using a fenced paved area at the back of the premises; with access also to the church grounds for seeing and hearing walks.

Staff work closely with individual children, to ensure they progress, and children benefit from the staff's continual support for important learning areas; such as speech and children's social confidence. The staff are inclusive in their practice, and children gain a good understanding of equality and diversity. Specific projects are provided to support their awareness of people's differences, that includes learning about friends and families. The setting celebrates a range of other cultural festivals, and the further development of diversity-based resources is noted as an area for improvement.

The setting has good partnerships, and has made links with local schools and care settings. Parents benefit from close and frequent contact with staff key persons, and have regular opportunities to review the information recorded on their children's progress and achievement. Parents are successfully encouraged to become involved with their children's learning. For example, the setting includes parents in the planned visits the children make to places like the railway station, and local hairdressers. Staff also work closely with parents to support individual children's interests, and gather details of home events and experiences, to generate new learning initiatives. The setting's use of reflective practice is effective and evident in the consistent organisation of activities that support individual children's development needs. Regular staff meetings also allow staff to revise practice and promote improvement within the play programme. A clearly written and detailed self-evaluation document has been produced, and the setting has its own future development plan, which supports the promotion of staff skills and further training.

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

The setting provides excellent support for children's learning and development. Highly organised weekly plans are used to help staff prepare resources and present a wide range of activities. Staff show an excellent ability to develop play plans that are successfully generated from children's ideas and experiences. For example, the current undersea and treasure theme is based on the children's favourite book about a story-telling fish. Alongside the child-led initiatives, staff are

also highly successful in organising an excellent range of focused activities, to help children extend their learning. Staff show considerable skill with teaching, during both one-to-one interactions and in group sessions. A highly successful element within the play programme is the excellent use that is made of circle times, where staff show much confidence; and are highly consistent in the promotion of children's learning as a group. Staff also show excellent awareness of the need to extend learning and use questions during activities. For example, during water play staff talk with the children, and guide them to explore tactile and manipulative play items, to widen the scope of their play.

The setting's organisation of observation and assessment is another highly successful aspect of the play provision. Children's individual key persons are prominent in the monitoring of progress, and frequent observation notes are made on children's learning during activities. For example, children's use of words is closely followed and staff noted when children were able to describe the difference between squashed carrots, and mashed carrots. A highly detailed and consistently organised key person's recording file is used within the setting, which successfully plots children's next steps in their learning. This document also acts as a quick reference point for staff and parents to follow their children's achievement. The setting maintains highly organised individual learning journey books, which use a good mixture of narrative and photographs, to successfully present each child's learning history.

Children's security and safety is well maintained at the setting. A consistent record keeping and clear practice guidance policies are in place, and staff follow a well written range of risk assessments. Staff pay close attention to promoting children's healthy growth and development, and children learn about healthy eating and have well organised snack times, that promote sharing and learning about food. Support for children's physical development is well included in the play programme, with active games and expressive play; and children's confidence with balance, climbing and running are well promoted. The promotion of children's personal and social learning is well included, and staff successfully ensure individual children are able to join in and enjoy the play sessions. For example, children sit and listen well during group circle times, and staff effectively promote children's understanding of relationships, through learning about families and friends. New children, are well integrated, and staff work well to ensure they feel welcome. For example, a self-portrait project making paper plate faces, was conducted to provide an excellent start of the year feature display, called 'class of 2011'.

The quality of the activities presented and highly consistent teaching ensures children develop excellent skills to support their future learning. The play environment also supports the development of skills. For example, a well presented play office and mark making area is provided to support writing. Children's communication and language also benefits from well organised one to one learning sessions, that focus on recognising letters, and children can spell their names on a magnet board. Children's problem solving and numeracy is also consistently supported, with similar high focus activities provided that includes exploring numbers, sizes and learning to count. The encouragement of children's creative development is a particularly strong and consistent feature of the setting.

For example, children enjoy a wide range of craft skills, using tools and mixing materials to produce items based on the setting's current 'treasure' theme. Children's knowledge and understanding of the world is successfully promoted, and the children love to hear what has happened to the two hedgehog dolls, that children take turns to bring home. The setting also makes consistent use of planned outings, to widen children's learning and promote their awareness of the local area.

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	1
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	1
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	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

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