

Nomansland Pre-school

Inspection report for early years provision

Unique reference number

145931

Inspection date

01/03/2011

Inspector

Catherine Sample

Setting address

Nomansland Methodist Chapel, Forest Road, Nomansland,
Salisbury, Wiltshire, SP5 2BP

Telephone number

01794 390108

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Nomansland Pre-school opened in 1986 and operates from the community room attached to the Methodist chapel in the village of Nomansland, which is situated on the edge of the New Forest. There is an outdoor area for physical play. The pre-school is open five days a week during term time. It is open from 9.00 am to 3.00 pm on Mondays and Tuesdays and 9.00 am to 1.00pm on Wednesdays, Thursdays and Fridays.

The pre-school is registered on the Early Years Register to care for 17 children in the early years age group from the age of two years. There are currently 37 children on roll. The pre-school support for children with special educational needs and/or disabilities.

A total of five staff work with the children. All of them have appropriate child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are making good progress in this safe and stimulating environment. Staff have an excellent relationship with parents which allows them to work in partnership to meet children's unique needs. They take positive steps to ensure that all children are included and can reach their full potential. There are effective systems in place to monitor and evaluate the quality of the provision and staff share a commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment
- develop further systems to ensure consistency in observing and assessing children's progress

The effectiveness of leadership and management of the early years provision

Staff work well as a team which ensures that children's needs are fully met. They play a full role in the group, contributing to planning, self-evaluation and an external quality assurance programme. They are committed to developing their skills and knowledge in order to improve the provision and many positive changes

have been made since the last inspection. Safeguarding children is paramount. In addition to ensuring staff have a thorough knowledge of child protection issues, innovative measures are used to ensure children's safety. Signs are displayed reminding adults that they are not allowed to escort children into the toilet area unless they are vetted and show a list of those that have been police checked. All mobile phones, including those belonging to visitors, are kept on the desk to ensure that they cannot be used to photograph children. Children's welfare and education benefit from the good organisational skills of the staff. All necessary records are kept efficiently and policies and procedures have recently been fully updated and will now be reviewed on a rolling programme. The learning environment is also well-organised. Staff have made various changes to improve the way in which space is used and review this on an ongoing basis. Resources are stored in low units in boxes that are clearly labelled with photographs and text to ensure that they are readily available to children.

Children benefit from the highly effective relationship between the staff and their parents. There is a very active parent rota which ensures that both mothers and fathers are fully involved in the setting doing jobs such as helping to get snack ready and washing up. Communication is a priority and numerous methods are used to share information, including e-mail, a website, formal and informal meetings, written reports and workshops. This ensures that parents can easily access information about the provision and their child's progress. They know that they can see their child's record of development at any time, contribute to them and discuss the identified next steps. This fully involves them in their child's care and learning. The pre-school also works closely with other providers. It has effective links with local schools and where children attend more than one setting information is formally shared with them three times a year. Staff have a good understanding of children's needs and backgrounds. This allows them to identify any children that could be disadvantaged and take positive steps to help them achieve their full potential. Children with special educational needs and/or disabilities are supported well which ensures that they are fully included. A wide range of resources and positive images showing people with disabilities and from different cultures helps children to learn about differences.

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

Children are making good progress in all areas as they take part in an effective balance of self-chosen and adult-led activities. Staff make observations of children's achievements and this information is used to identify the next steps that each needs to take. This is used, in addition to children's current interests and ideas, to inform planning. There are some inconsistencies in the recording of observations but staff know children well and can accurately identify their areas for development. This ensures that planning is tailored to the needs of individual children.

Children are becoming independent learners as they decide what to do and initiate play with one another. They are learning many independent skills as they use

knives to cut vegetables and spread marmite and go to the toilet by themselves. They successfully share and take turns, using resources such as a sand timer. They have been involved in setting the ground rules for the group which has given them the opportunity to consider what behaviour is acceptable and what is not. Many are confident speakers who chat to the other children and to adults as they play. They are keen to look at books and ask adults to read to them. There is a strong emphasis on developing listening skills and staff regularly praise the children for 'good listening'. Children are interested in numbers and have good opportunities to count, such as at registration time. At lunchtime they talk about how many raisins they are eating and what is one more and one less. They enjoy exploring different creative materials and some are making paintings based on the theme of spring to enter in a local painting competition. They go out in the local environment of the New Forest to learn about nature and the world around them and enjoy access to an outdoor area. There are a variety of resources available to children outside but the preschool does not currently maximise the rich learning opportunities of the outdoor area.

Children are learning about staying safe as they talk about using scissors safely and not running indoors. They have had visits from a police officer to talk to them about road safety and stranger danger and staff alert them to safety issues, such as not taking the scissors into the book corner. They feel safe and secure which is demonstrated by the confident way in which they move around the premises and interact with adults. They are also learning about healthy lifestyles. They know about hygiene routines and germs and are good at going to wash their hands before eating and before helping to make soup. They have nutritious snacks, such as crumpets and fruit, and talk about what foods make you healthy and strong. They have taken part in the Happy Little Teeth Award which helped them learn about looking after their teeth.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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