

Radipole Preschool

Inspection report for early years provision

Unique reference number 141000
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Inspector MARIE THOMPSON

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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

Radipole Pre-school opened in 1982. It operates from a church hall in Weymouth, Dorset. Children are cared for within a large hall. Children have access to enclosed outdoor play areas.

This provision is registered by Ofsted on the Early Years Register. It is also registered on both the voluntary and compulsory parts of the Childcare Register. A maximum of 27 children may attend the Pre-school at any one time. It is open each weekday from 09.00am to 12.30pm & on Tuesdays, Wednesdays & Thursdays from 12.45pm until 15.45pm, term time only. During the spring & summer term, the Pre-school is also open on Monday afternoons from 12.45pm until 15.45pm.

There are currently 65 children aged from two years to four years on roll. The Pre-school employs ten members of staff, all of whom hold appropriate early years qualifications. The Pre-school receives support from the local authority early years advisory team. The setting supports children with learning difficulties and disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An extremely stimulating, welcoming and inclusive environment supports children's very good progress. The staff are highly committed to each individual, successfully including each one and understanding their home backgrounds and individual needs well. They give children the best opportunities to learn and develop through a wealth of experiences and play choices. Excellent quality liaison with parents and other carers supports and promotes consistent care and learning because the staff's professionalism and competence give great credibility. They have made significant improvements since the last inspection and have addressed all recommendations appropriately. Their organisation and commitment to improve are impressive through the childcare training undertaken and the self-evaluation documents used. In addition, the procedure for maintaining links with others settings is fostered well.

What steps need to be taken to improve provision further?

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

- continuing to develop systems to record children's interests which links into planning

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because robust procedures ensure the suitability of staff employed. Staff have a clear understanding of the indicators of abuse and are familiar with procedures for reporting concerns following the effective safeguarding and whistle blowing policies in place. The staff's organisation and management are excellent. They have great enthusiasm for continuous improvement and they have a thorough working knowledge of the EYFS. The records, policies and procedures are superbly organised and are highly effective in supporting the service. The focus is always upon helping all children to make outstanding progress and promoting their welfare. For example, staff use daily risk assessment safety checklists to ensure that the environment is always safe, clean and fit for use. The safeguarding, complaints and emergency procedures are well known and robust. Each child has their own key person. They keep daily records of children's progress and make detailed topic and activity plans to ensure that the six areas of learning are provided in stimulating and varied ways which also consider all the outcomes for children. As a result, children's interest is captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Staff ensure their knowledge and understanding of individual children's needs are met through gaining information about their starting points. They update resources, activity ideas, inputs, policies and procedures accordingly. However, the systems to record children's interests which feed into planning are still evolving. Staff regularly evaluate the outcomes for the children they are caring for to ensure that the service continues to effectively improve. They have recently completed the refurbishment of the outside play area. Management and staff continue to enhance and expand the use of current resources by encouraging children to use them in different ways. The staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Partnership with parents is superb as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and informative portfolios clearly display to parents the high quality care and education that is offered. In addition, parents are an active part of the setting via the suggestion box and parent rota which includes attendance from mums, dads and granddads who all join in the fun and impart their skills and knowledge. The staff welcome into the setting other carers and professionals as they exchange information in order to facilitate good liaison arrangements. Parents spoken to at the time of the inspection are exceptionally happy with the care and education their children receive.

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

The learning environment provided by the staff and their personal skills are inspirational. Resources are varied, stimulating and easy to access. The routines for indoor and outdoor play are consistently used and applied. Children make their own choices as they move around the activities. As a result, all children feel secure, confident and at home and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities.

The staff have a clear focus and strong commitment upon the development of social and emotional aspects of learning (SEAL). Children are encouraged to learn these aspects with the help of the puppets Sapphire, Ruby, Topaz, Lenny and Dumbo. There is an emphasis on self-esteem, staff teach children to participate, adopt safe and hygienic routines and to behave with pride in themselves and have consideration for all others. Staff consistently use all their own personal skills and insights into each child to promote this development, making great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They also encourage children's development of communication, language and literacy skills. They provide time for reading as children of all ages can freely access books from the wide selection provided. In addition, group story and circle time enable children to articulate their thoughts, feelings and ideas.

The staff extend children's physical development through musical movement as they dance, skip and run, making shapes with their bodies whilst fostering musical appreciation through different classical melodies. Their problem solving skills and their understanding of the world is extended as staff plan trips to places of interest and outdoor activities. Staff extend activities children undertake with their parents such as trips to Weymouth beach by enabling children to make mini rock pools and beaches which reflect these activities. Staff take every opportunity to develop mathematical skills as children count objects and the number of children present, and are competent in recognising numbers. Children are involved fully in all aspects of an activity from start to finish and the staff never waste an opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competence, confidence and independence in all areas. For example, children are taught how to be safe when crossing the road when on visits to Radipole Park. Children comment on feeling safe within the premises. The setting promotes healthy eating as they provide children with an understanding of what is good for us, through offering healthy snacks and the hugely popular lunch time enables children to bring a packed lunch and socialise with their friends. The setting embraces and welcomes everyone into a wholly inclusive environment. This is endorsed by a copious amount of visitors to the setting for example the local doctor, police dog handler, coastguard and a cellist which accelerates children learning. They are considerate

to others and are self-confident in choosing activities and resources of their choice.

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

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