

# Pinewood Family Group

Inspection report for early years provision

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<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Debbie Newbury
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<b>Email</b>	
<b>Type of setting</b>	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

Pinewood Family Group opened in 1983. It operates from a classroom within Pinewood Infant School in Farnborough in Hampshire. The pre-school has a separate entrance to the school and has its own toilets and garden area. It shares a disabled toilet and kitchen with the school. Pre-school children have timetabled access to the school hall and drama room and can utilise the outside static climbing apparatus which belongs to the adjacent reception class. The pre-school is run by an elected committee of current parents. It serves families from the local community. The pre-school opens Monday to Friday during school term-time and offers morning and afternoon sessions from 8.45am to 11.45am and 12.15pm to 3.15pm. The pre-school is registered on the Early Years Register and may care for a maximum of 26 children at any one time. There are currently 62 children aged from two years nine months to five years on roll. The playgroup is in receipt of funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are nine members of staff working with the children, six of these hold early years qualifications at level 3. A further two members of staff are working towards this qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Pinewood Family Group offers a stimulating and enabling environment for children's care and early education. Key strengths lie in the pre-school's deployment of resources and in promoting outcomes for healthy life styles and supporting children's ability to make a positive contribution. Practitioners work hard to ensure children's individual needs are met and they promote most aspects of equality and diversity with success. They establish effective partnerships with parents and other parties working with children. Documentation is mostly complete. Evaluation of the provision leads to clear future plans and consequently, the pre-school's capacity to maintain continuous development is very good.

## What steps need to be taken to improve provision further?

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

- obtain information from parents regarding who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare) 31/03/2011

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

- develop further arrangements to value the linguistic diversity of all children attending the pre-school and raise awareness of different scripts
- adopt a more consistent approach to encouraging children to name and label their work.

## **The effectiveness of leadership and management of the early years provision**

Practitioners display secure understanding of their role and responsibility in respect of safeguarding issues and are confident in the action they must take if they have any concerns. The premises are secure and risk assessments and daily checks are undertaken to ensure potential hazards are identified and minimised. Children are further protected by robust recruitment and vetting procedures. Most records relating to day-care activities are maintained well. However, systems for gathering and recording information about who has legal contact and parental responsibility for children are not so well defined. This omission potentially compromises the other effective measures that the pre-school implements to ensure children's safety.

Practitioners are a key strength of this pre-school. Everyone works extremely well together, which helps to create a positive, harmonious atmosphere. Organisation of the pre-school environment, both inside and outside, and deployment of resources is highly effective. Consequently, children are presented with stimulating and enabling surroundings that reflect all areas of learning. There is a very positive attitude and commitment to the continuous improvement of care and early years education through ongoing monitoring of practice, gathering the views of parents and targeting areas for further development.

Parents are very happy with the pre-school and the practitioners caring for their children. They feel well informed about their children's learning and note that their children really enjoy attending. Effective measures are in place to ensure parents are well informed about the pre-school and to encourage them to become involved. For example, they receive newsletters, attend regular meetings with their child's key person and are invited to social events. They are also encouraged to come in and help and can join the committee if they wish. Practitioners establish effective partnerships with other professionals and childcare settings that children may attend. This benefits children as there is a shared approach to promoting their care, learning and any extended support.

Practitioners promote most aspects of equality and diversity well. Children enjoy equal access to equipment, toys and resources inside and out, which ensures those who learn better in an outdoor environment are able to do so. Resources reflect positive images and children have opportunities to find out about other cultures, which helps them learn about the wider world in which we live. There is some use of labelling in languages other than English in some nursery rooms but these are not fully indicative of all the languages spoken within the setting. Consequently, not all children benefit from seeing their home language displayed.

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

There is a busy but calm atmosphere at the pre-school, characterised by very happy children who enjoy themselves and display high levels of confidence. They make very good progress towards the early learning goals and in gaining important skills for future learning. Each child is supported by a key person who is responsible for monitoring their achievements and progress and planning for the next steps in their learning. Overall, practitioners are effective facilitators, they involve themselves in children's play and ask questions that encourage children to think but are aware when to stand back and allow them the freedom to explore for themselves. However, practitioners have a tendency to label children's work themselves rather than encourage them to have a go at this, even though children show lots of interest in mark-making and writing for a purpose. All children enjoy many opportunities to be creative; for example, they use their imaginations as they act out the scenario of being in a restaurant when playing in the home corner and as they move resources from one area to another as they go on a picnic. Some children delight in the sensory experience of exploring flour and water, whilst others help to make playdough with the assistance of a practitioner. Children use number as part of their play and some practitioners are particularly adept at incorporating numeracy in other activities children participate in. For instance, when playing football they challenge children to work out how many more goals they need to reach their target of ten. Children use their fingers to work this out. Children demonstrate an interest in information technology as they complete games on the computer and use the other resources on offer, such as the digital camera or torches. The pre-school is participating in the 'Every Child a Talker' initiative, and consequently children's developing spoken language and communication skills receive high priority.

Excellent procedures ensure very good standards of hygiene and prevent the spread of infection. Children are very well supported in developing positive attitudes to healthy and active lifestyles. This is achieved through the free-flow approach to outdoor play, their access to a wealth of equipment and practitioners' active and willing involvement in children's physical play. Children make their own decisions as to when they would like to have a snack and serve themselves from an excellent choice of items. Parents are invited to contribute fruit for everyone to share, which promotes a collective approach to promoting healthy eating. Children demonstrate they are well informed about how to keep themselves healthy as they talk about germs and fetch their coats unprompted before they go outside to play because it is cold. Practitioners supervise children carefully and support them in learning about how to keep themselves and others safe. For example, they remind children that if they want to run they need to go outside and encourage them to sit on a chair or on the floor when they put on their shoes rather than perch on the edge of a table.

Children display extremely positive attitudes towards learning and happily make choices about what they do. Relationships within the pre-school are very positive with clear friendships apparent. Practitioners have high expectations of behaviour and children respond positively to these. They demonstrate secure understanding

of the group's guidelines for 'good listening', 'gentle hands' and 'kind words'. Children have high levels of self-esteem and confidence.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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