

Lyndhurst Pre-School

Inspection report for early years provision

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Inspector Brian Evans

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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

Lyndhurst Pre School has been registered since 1965 and is managed by a committee. It operates from a purpose-built unit on the site of St Michael and All Angels School and it serves the local community. A maximum of 20 children may attend the preschool at any one time which is open each weekday from 8.50am to 11.50am and 12.20pm to 3.20pm, term time only. All children share access to a secure enclosed outdoor play area. There are currently 40 children aged from 2 years 9 months to under 5 years on roll. Of these, 35 children receive funding for nursery education. The Pre-School welcomes children with special educational needs and/or disabilities, and children who speak English as an additional language. The preschool employs four staff all of whom hold appropriate early years qualifications. It is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall in their learning and development because they are stimulated to learn and are provided with good levels of care. An excellent partnership with parents and carers, and other agencies enables the setting to be fully inclusive and to provide well for the individual child. Children are safe and secure and make a good contribution to the setting. Leadership and management are good because staff work together as a well-knit team and continually strive to improve the provision through careful, accurate reflection on their practice. As a result, the pre-school is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities in the outside play area for children to learn about growing things
- make the self-evaluation document more readily available to parents to keep them informed about the improvement priorities for children's welfare, learning and development .

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are good. No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well-organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures are updated regularly to ensure that they reflect good practice and are followed consistently by staff. Staff have good understanding of how to protect

children. The pre-school is led and managed well. Good progress has been made on the issues raised at the last inspection. The pre-school leader has set herself very high standards and expects the same from her staff. Much of the good progress since the last inspection is down to her drive and high expectations of her experienced team of staff. She is very well supported by her management committee. Systems for evaluating the pre-school's effectiveness are good. Staff monitor very closely the impact of its improvement priorities on children's welfare, learning and development outlined in the pre-school's self-evaluation form. However, this self-evaluation form is not currently available in paper form for all parents and carers, and visitors so that they can refer to it. Each child's 'Learning Folder' is measured against achieving its aim of covering all early learning goals, given that many children attend part-time during the week. Resources are used effectively and include a range of problem-solving activities. All these factors indicate that the pre-school has a good vision for the future in terms of continuous improvement. The pre-school promotes equal opportunities well and ensures there is no discrimination against children. The needs of children with special educational needs are met very well. It has good partnerships with external agencies that support the pre-school in terms of special educational needs and other educational topics. Staff work very closely in partnership with the local authority and strive to improve their good practice further. The pre-school has a very positive partnership with the primary school. Parents' and carers' involvement are encouraged, listened to and valued and the partnership is outstanding. Parents, carers and children contribute to a child's learning profile and the 'Learning Folder'. An open week each term allows parents and carers to discuss progress made with their child's key person. Parents and carers clearly are very happy with the care and education their children receive in the pre-school and find the staff approachable and friendly. Parents and carers are appreciative of the way in which staff adapt activities and support these children.

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

All groups of children have fun and are confident and happy in the stimulating environment which is set out for them daily. The inside room is very well managed, with a full range of interesting activities and artefacts, including those elements which are specific to the New Forest environment. These include a farm, craft work, dressing up, books, jigsaws, a computer, music and mathematics areas, besides construction toys and other appropriate resources. Children choose their activities and move freely between the indoor and outdoor resources. Extending the range and quality of resources is a consistent theme in discussions between staff. Staff guide children well by questions and verbal stimuli. The emphasis on developing children's personal, social and emotional skills to a high standard enables children to play exceptionally well independently and cooperatively with their friends. Staff's brief written observations and photographs of children are placed in their 'Learning Folders'. Children enjoy looking through the photographs and samples of their work in their folders. Some learning experiences in the outside play area are restricted. The priority for staff is to extend the area further by using the school grounds more. Staff and children comment that they would like more opportunities to grow vegetables and flowers.

Children's contributions to the setting are good. Relationships with each other and with adults are highly positive and underpin the good progress children make. Staff pick up on children's individual interests and encourage them to be active learners, think critically and develop independence, and this contributes to the smooth running of the pre-school. Children enjoy dressing up, and artwork is displayed and commented on in terms of colour and texture. This contributes well to children making good progress in their language development. Children have an excellent awareness of the value of a healthy diet and a healthy lifestyle. They enjoy eating their fruit and drink in a small group with an adult. One child commented to another 'Eating fruit is good for you.' Children use language well through talking confidently with adults and with each other. These discussions reflect a thorough understanding of effective hygiene routines and the benefits of an active lifestyle. Children behave extremely well and show a strong sense of security in the setting. Children make good progress in communication, language and literacy, and in problem solving, reasoning and numeracy which prepares them well for the future. The pre-school's focus on welfare and hygiene is good, and children learn to feel safe. Parents and carers are very appreciative of the positive ethos of the pre-school. Staff listen to their ideas and respond to them. For example, on entry each morning, parents and carers have a quick informal chat with their child's key person.

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	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	1

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	2
The extent to which children adopt healthy lifestyles	1
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