

Tadley Unders Fives Pre School

Inspection report for early years provision

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Inspector Lynne Lewington

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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*.

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Description of the setting

Tadley Under Fives registered in 2006. It operates from the Community Centre in Tadley and is privately owned. Children have access to a large and small play room, toilets and a secure garden. There is level access to the premises and toilet facilities are on the ground floor.

A maximum of thirty children aged from two to five years may attend. Children attend from the local area. The nursery is open each week day from 9.00am to 3.00pm term time only. There are currently 48 children on roll. Of these 35 children receive nursery education funding. The setting is registered on the Early Years Register.

The pre-school employs seven staff. Five members of staff hold the National Vocational Qualification level 3 or Nursery Nursing Examination Board certificate and two are working towards National Vocational Qualification level 3 in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the outcome of the inspection is outstanding. Children make excellent progress in this warm, nurturing, stimulating environment. Staff ensure they form very strong working relationships with families and carers enabling them to fully understand the individual needs of each child. Strong, confident leadership and management ensure that all involved share their views to help inform self evaluation. Consequently steps to improve the setting are realistic and worthwhile.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to consolidate and extend learning at home.
- improve opportunities for children to undertake physical activities which encourage their large movements

The effectiveness of leadership and management of the early years provision

A clear up to date safeguarding policy is easily available to staff and parents ensuring that all are aware of the signs and symptoms and the action to take if concerns are raised regarding a child. Staff confirm their awareness of the policy and how they would proceed if concerned. An additional informative poster on the parent's notice board encourages parental awareness of safeguarding issues. Clear comprehensive risk assessments are in place which are reviewed and adjusted as required to ensure the continued safety of the children both in the setting and on outings. Accident and incident records are also reviewed and help to inform the risk assessment. Staff members have appropriate checks undertaken to ensure they are suitable to work with young children. They undertake relevant short courses to improve knowledge and practice and five members of staff hold first aid certificates. All the required documentation to meet the requirements of registration is maintained and reviewed appropriately.

Building work is currently in progress and the staff have adapted extremely well to the change in environment, making good use of different areas to enable the children to have a safe and interesting play environment. Children have access to a very attractive and well equipped quiet area, where they sit quietly to enjoy the many good quality fact and fiction books. Books are displayed attractively to encourage the children's interest. Good quality age appropriate toys and resources are displayed in child height cupboards enabling the children to access them independently and make choices in their play. However, whilst the building work is taking place the children have restricted access to outside play as only a small paved area is available.

Parents speak very highly of the service offered. They comment on the warmth and friendliness of the staff and the excellent introduction children experience ensuring they settle easily and confidently. Newsletters, parents meetings, informal face to face meetings, communication books and attractive notice boards all help to keep parents well informed about the setting and the Early Years Foundation Stage. However, there are currently no links between home and pre-school to help the children to consolidate and extend their learning. Excellent partnerships are formed with local schools aiding transition to school. Staff attend regular local professionals meetings enabling good practice to be shared and working relationships to develop.

Equality and diversity threads through everything that happens within the setting ensuring every child has appropriate opportunities relevant to their individual need. For example, a child's introduction to the setting is unique. It is organised to create a welcoming opportunity for the parent to understand how the setting works and enable the child to confidently explore the new environment. The good communication with parents and carers helps to ensure a comprehensive understanding of the child's background enabling needs to be understood and met. Children learn about traditional and cultural events, how people live differently in other countries and the roles people play in the community.

The management are focused and clear in their aims for the setting. Continuous reflection and evaluation is undertaken. Development plans currently focus developing the new indoor and outdoor play environment to provide a high quality learning setting where children can use the outdoors freely. Staff development is also a high priority to ensure the high quality of the provision is maintained.

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

Children are extremely happy and confident in this environment; they settle easily and explore the variety of activities independently. A high staff to child ratio is maintained enabling children to have the support they need to learn and develop. Staff are knowledgeable; they observe, supervise and extend learning through example and open questions. Strong leadership and management enables the staff to plan and develop learning opportunities relevant to interests and abilities. Observations inform the planning ensuring that the range of activities provide the stimulation and interest required to enable each child to make excellent progress. Observations are supported by photographs and available for parents to see.

The excellent music area is particularly well equipped and very well used by the children. They confidently sing and use the instruments often singing alone to their friends, demonstrating their self confidence and language skills. Children demonstrate increasing awareness of the written word as they select their names at snack time and registration. They have easy access to mark making materials and can use them throughout the setting encouraging their early writing skills and fine physical development. Children demonstrate high level of independence as they make choices and move between the various activities. They select shaped paper and create colourful paintings or interesting collages independently selecting the resources they wish to use. Their work is displayed in the gallery or they take it home to share with family. Children demonstrate their increasing awareness of number, quantity, shape and position throughout all the activities they undertake. They count and match items in the shop and talk about position, size and shape as they build model vehicles. Children use modern technology, they use the tills in the shop, have conversations on the phone developing their awareness of their use and recognition of numbers. They dig in the garden, grow items, collect leaves and learn about the natural world. Children experience many opportunities to develop their fine physical skills however, due to the current building work they do not currently have sufficient opportunity to develop their larger physical movements including running, jumping and climbing. These all help to encourage co-ordination, balance and good health. Children demonstrate increasing social skills as they learn to share and take turns, most cooperate with the staff when it is time to tidy away as they help to pick up items. Staff interact well with the children they are vigilant and position themselves in order to extend and encourage learning. They encourage children to resolve problems by asking them to think what they could do differently. This helps to build social skills, confidence and independence. Staff are calm, happy and very interested in the children's activity. They listen

attentively and respond appropriately modelling language and using facial expression enabling the children to develop their communication skills well.

Snack time provides another opportunity for the children to demonstrate their increasing independence as they decide when they are ready to eat. The children know the healthy hand washing routines and many undertake the task without reminder. They collect a plate and cup, and help themselves to a healthy snack and a drink of water or milk. An adult is at hand to help but many manage independently. Staff ensure a high level of good hygiene is maintained through sensible nappy changing, hand washing and cleaning routines. Clear information indicates the procedures which are followed if children are ill to prevent the spread of infection throughout the setting. Children learn about safe behaviours as they regularly participate in the fire drill, and learn about road safety on outings and through stories. Staff encourage the children to think about safety as they move around the setting and use the scissors.

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

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|--|---|
| 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

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|--|---|
| 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 | 2 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| 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 | 2 |
| 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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