

Talbot View PreSchool

Inspection report for early years provision

Unique reference number EY365502
Inspection date 09/03/2011
Inspector Brenda Flewitt

Setting address Talbot View Community Centre, 3 Alder Park, Alder Road,
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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

Talbot View Pre-school originally opened in 1992 and was taken over by the current proprietor in 2007. It operates from two rooms in the community centre, which is situated between Poole and Bournemouth. A temporary outside play area is made available at the front of the building. The pre-school is open during term time from 9:00am to 3.30pm, Monday to Thursday, and from 9:00am to 12:00noon on Friday. Children attend a variety of sessions.

The pre-school is registered on the Early Years Register. A maximum of 26 children from the age of two years may attend at any one time. There are currently 51 children roll. The pre-school provides funded early education for two, three and four year old children. They support children with special educational needs and/or disabilities. The pre-school employs nine staff, including the proprietor. All staff hold, or are working towards, early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and secure premises where they are involved in a good range of activities over time. The positive partnerships with parents and professionals contributes to staff knowing children well as individuals and supporting them effectively to make good progress in their overall development. There are some good methods for self-evaluation, which help to identify areas for development and overall, ensure that requirements are met. Staff continue to update their knowledge through training to improve children's experiences.

What steps need to be taken to improve provision further?

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

- put in place an up-to-date written procedure for dealing with concerns and complaints from parents (Safeguarding and promoting children's welfare) 30/03/2011

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

- review the organisation of free play sessions to help reduce the noise level to enable children to focus and concentrate fully
- increase opportunities for children to write for a purpose, count and solve problems through everyday activities
- improve the opportunities for children to play and learn in the outside environment.

The effectiveness of leadership and management of the early years provision

Overall, staff implement clear policies and procedures to promote children's welfare and safety. They carry out risk assessments to ensure that children play in a safe and secure environment. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and confidence in their responsibility to carry out procedures if there are concerns. This helps to protect children from harm. There are clear recruitment and induction systems to ensure that new staff are checked for their suitability to work with children, and are sure about their responsibilities. All records are in place, well organised, completed appropriately and stored confidentially.

Well-qualified staff work well as a team, they communicate effectively, which results in sessions running smoothly and children settling quickly. However, there are times when the environment becomes noisy, which do not always enable children to listen well and focus fully. Older children benefit from small group activities during the weekly session provided for children due to start school. There is a good range of toys and equipment available over time. Staff arrange the room into various areas of play with a selection of resources on a daily basis. Children learn a positive attitude to people's differences through the good example set by staff. Children with specific needs are well supported. The Special Educational Needs Coordinator liaises effectively with parents, key workers and connected professionals to ensure that all children are included.

Staff promote positive partnerships with parents and other professionals. Parents, overall, receive clear information about the setting by way of displays, written policies, and regular newsletters. However, the provider has not updated the statement concerning how to make a complaint, to relay the required procedures. Staff make themselves available to exchange information verbally on a daily basis in order to meet individual needs. Parents have access to their child's progress records at all times and key works report to parents on a weekly basis. When children attend other settings that deliver the Early Years Foundation Stage, there are effective systems for sharing information to support their welfare and development.

Most of the recommendations set at the last inspection have been addressed, which has improved aspects of children's health and communication with parents. However, some art and craft activities are still adult-directed, rather than child-led. Some good self-evaluation methods identify areas for improvement. Staff welcome and implement ideas from early years advisors. Regular staff appraisals help to recognise areas for staff development. By attending training courses and improving their qualifications, staff continue to update their knowledge in order to improve children's experiences.

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

Children are happy, settled and secure. They enjoy their time in pre-school where they play and learn in a friendly environment. Children make good relationships with staff and one another. They often seek out friends to share their play experiences with, or play independently focussing on self-chosen tasks. Children behave well. They know what to expect through familiar routines, such as lining up to use the toilet and hand washing facilities. Children willingly help pack away equipment. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence.

Overall, staff have a good knowledge of the early learning goals and how children learn through play. They plan a wide range of activities over time, linked to children's interests and weekly themes. Most children use language well to communicate, confidently making their needs known and organising their own play. Staff are developing quieter communication spaces to encourage those who are less confident to talk and express their ideas. Children enjoy stories in small groups, learning to listen well, and joining in as appropriate. Older children have enjoyed making up their own stories, which staff translated into text. There are daily opportunities for practising writing skills with mark making materials. However, staff do not always encourage all children to write for a purpose, for example, by naming their own artwork. Children start to develop a sense of measure and number through their play, songs and games, but do not frequently transfer these skills to everyday activities. They use their imaginations well as they act out make-believe situations with small world toys, such as a battle between knights in a castle. Staff have developed a clear assessment system that identifies children's achievements, linking them to stages of development in the six areas of learning. They use this effectively to plan for children's next steps in their development. Staff interact positively in children's activities, talking with them as they play, which helps them develop vocabulary and an understanding of the word around them.

Children learn good procedures for their own personal hygiene. They start to make healthy choices in what they eat from nutritious options supplied at snack time, but do not regularly practise skills in preparing and serving their own food. The use of the outside environment is not always effective in promoting all children's learning. Children have some opportunities for outside play, according to weather conditions, taking turns to use a paved area in small groups. Children learn about aspects of their own safety as they are reminded how to move around safely. They understand the importance of safety equipment and clothing. For example, children know they wear hats when playing with dry sand to protect their scalp from irritation. Some older children are involved in identifying risks in the environment, or areas that need maintenance.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

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 | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| 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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| 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

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| 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 | 3 |
| 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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