

Colden Common Pre-School Playgroup

Inspection report for early years provision

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Inspector Judith Reed

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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

Colden Common Pre-school is a committee run group which opened in 1974. It operates from Colden Common Community Centre and serves the local area. The group opens each week day during school term times. Sessions are from 8.30am until 12.00noon, with a lunch club until 1pm offered on a Thursday and Tuesday, and extended hours until 2pm on Monday and Friday.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 47 children from two years six months to five years on roll. Some children receive funding for early education. Children attend for a variety of sessions. The pre-school has children with learning difficulties and/or disabilities, as well as some who have English as an additional language.

There are nine part-time staff working with the children. Of these, six members of staff have suitable early years qualifications and three are currently on training programmes.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the pre-school. They make choices about their own activities and the trained and experienced staff make efforts to ensure their individual needs are met. Equality and diversity are well promoted. Overall continuous development of the pre-school is promoted and staff access a variety of training courses to develop their knowledge and skills.

What steps need to be taken to improve provision further?

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

- keep learning journey records up to date to ensure next steps are relevant and appropriate
- develop reflective practice, self-evaluation and discussion to identify strengths and priorities for development that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as there is a suitable policy in place and this is shared with the parents. Staff are well aware of the procedures to follow if they have any concerns about a child. All staff have completed the necessary checks to

work with children and the children are observed at all times to ensure their safety. Risk assessments are in place and daily check lists are employed to further ensure children's safety. The outer door of the play room is secured during the sessions and an alarm is in place to alert staff if the door is opened. The outside play area is secure and gates are bolted at high level. Children take part in regular fire evacuation drills and learn how to keep themselves safe. Children's safety is assured and supported because the necessary documentation is completed by parents/carers. Staff have suitable, sound relationships with parents/carers. This helps children to progress well given their age, ability and starting points. The staff and pre-school committee provide information for parents/carers through regular newsletters and the informative notice board. Parents/carers feel involved with their child's learning and development. The learning journey records are regularly shared with parents/carers and next steps for development are discussed. Parents/carers state that they are pleased with their children's progress and they have 'come on leaps and bounds'. Children with learning difficulties and/or disabilities are well supported through links with therapists and support from the local authority area inclusion coordinator. Parents/carers and key persons work closely to support all children. The pre-school staff team have built links with another local pre-school as children sometimes attend both settings. They also have good links with the local school to help aid transition.

Colden Common pre-school is committed to improvement and development. Several members of staff are currently undertaking level three training, and others plan ongoing training courses later in the year. Evaluation of the pre-school is carried out with local authority support staff and development plans are in place. A grant is available to provide an Enabling Environment for the children and the committee are working with staff to plan appropriate expenditure. Staff take part in appraisals. Currently the daily activities are not evaluated to ensure learning outcomes are met and all staff are not fully involved in the evaluation of the pre-school. Resources are well planned and are available throughout the sessions. Children help themselves to toys and equipment from accessible storage racks. For example children choose their own construction bricks and bring them to the mat. Children also help themselves to items from boxes for their creative activities. Staff are well aware of the needs of the children and keep them sitting as a group for a short time. Registration is carried out quickly and one song is sung. Equality and diversity is promoted through policies and posters around the pre-school. All children are welcomed. The pre-school staff enable children to feel welcome as they display words in other home languages for those with English as an additional language. Signing is used alongside words during some singing activities. They ensure toys and books reflect diversity and acknowledge various cultural festivals.

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

Children thrive in the group because staff are aware of their individual needs and support them well. Children are active learners as they make choices about their own activities and enjoy their time at pre-school. Many children particularly enjoy the well planned outside play area. Following the planned theme of road safety

part of the outside play area is set out as a road, with traffic lights and a zebra crossing. The local police community liaison officers visited the pre-school recently to discuss road safety issues with the children. Staff follow this theme with several activities to help reinforce children's learning. Children ride bicycles and tricycles around the road layout and operate the traffic lights to make the riders stop and go. Staff encourage children to think about the traffic lights and talk about what the colours mean. These activities include several areas of learning such as personal, social and emotional development, communication, language and literacy, as well as physical development and knowledge and understanding of the world. Children therefore develop in a number of areas through one carefully planned activity. All staff make incidental observations of children's activities to include in their individual learning journey records. However, not all records are up to date with information and therefore appropriate next steps cannot always be set. Staff find out about starting points for children's learning journeys by talking to parents/carers and then completing relevant documentation. Key persons complete records of progress in the Early Years Foundation Stage.

Children show that they feel safe as they are confident to speak to staff and ask for help when required.

For example children approach staff for comfort when they have accidents. Children's health and welfare is promoted as they follow good hygiene routines. Children automatically wash their hands before coming to the snack table. They help themselves to the healthy choices of melon pieces, apple slices or bread sticks. Children choose their drink of water or milk, and many carefully pour their own drink. The staff team are pro-active in keeping their first aid training up to date and the required accident and medication records are in place. Staff obtain written permission for emergency medical advice or treatment for each child. Children have a positive attitude to learning and participation in activities. They are enthusiastic about linking with their friends and building new friendships. Children generally behave well and staff allow them to sort out their own disputes when possible. All staff praise and encourage children and use positive behaviour management techniques.

Children develop good skills for the future. They recognise their own names as they register themselves when they enter pre-school and at snack time. They practise writing and some enjoy writing other children's names for invitations. Children say they have written a book and know how books work, demonstrating excellent knowledge of communication, language and literacy. Other children confidently use a computer. They operate the mouse to make the games work and enjoy demonstrating their skills to other children. Staff introduce incidental opportunities for counting in various activities including crafts. They count the 'fish' one child has stuck onto his picture and talk about shapes.

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	2

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	2
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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