

Deverell Hall Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

Deverell Hall Preschool opened in 1970. It operates from the Deverell Hall in Purbrook, Waterloooville and serves families living in the local area. The accommodation includes the main hall, an additional room, kitchen, toilets and an outside play area. The group is run by an elected committee of parents and the day to day running of the pre-school is the responsibility of the supervisor. The group is open five days a week during school term times. Sessions are from 08.45am until 3.00pm Mondays, Wednesdays and Fridays and from 08.45am until 12.15pm Tuesdays and Thursdays. Children can attend for a variety of sessions or for the full day. All children have access to a secure outdoor play area.

The pre-school is registered to provide care for a maximum of 26 children aged from two years until the end of the early years age group at any one time. There are currently 55 children in the early years age group on roll. Of these, 39 children receive funding for nursery education.

The pre-school employs six qualified staff to work with the children. Of these, three members of staff are currently working towards the next level qualification in the personal development.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the pre-school because all staff take the time to get to know the children and their families well. Comprehensive policies and procedures are implemented effectively to ensure children's welfare, play and learning are extremely well supported. As a result, all children are making rapid progress towards the early learning goals. Overall, partnership with parents and other agencies are very strong. All staff participate fully in ongoing evaluation to monitor the effectiveness of all aspects of the pre-school, positioning them well to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increasing the frequency of informing the parents about the children's identified next learning steps to enable them to further extend their children's learning at home

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively because the whole staff team have completed child protection training and know how to implement the procedures to protect the children in their care. The detailed policies and procedures are shared openly with parents to ensure they are fully aware of the pre-schools responsibility towards safeguarding. Robust and rigorous recruitment and vetting procedures ensure all adults working with the children are suitable to do so, and routine procedures and reviews are in place to monitor the ongoing suitability of staff. All children enjoy a very safe and secure play and learning environment because full written risk assessments and daily checks are carried out consistently. Staff are vigilant at all times to minimise any potential risks to children. All visitors are required to sign in and out of the building to ensure a full record of everyone coming into contact with the children is maintained.

The pre-school has made exceptionally good progress since the last inspection and all recommendations have been addressed. For example, children individual interests and identified next learning steps are now used to inform the curriculum planning to ensure their individual needs are being met. All the policies and procedures have been updated and are reviewed regularly to ensure they accurately reflect the practice of the setting and are in line with current requirements. Continuous provision has also been introduced to fully promote the children's independence and decision-making skills effectively. Every aspect of the pre-school is monitored and evaluated successfully to identify the groups strengths and any areas for improvement. For example, children now have the use of an outside play area which is extremely well organised to ensure children have learning opportunities in all six areas both inside and outside, enhancing their experiences at the pre-school.

All children have access to a wide range of multicultural resources to promote their understanding of a wider world. They take part in an extensive range of planned topics and themes covering a wide variety of cultural festivals. Children enjoy art and craft activities, food tasting, listening to cultural stories and dressing up. They see positive images to reflect diversity all around the setting as they begin to recognise and value differences. Children use a broad selection of toys, play materials, resources and furniture that is suitable for their age and stage of development, enabling all children to reach their full potential in the vibrant and stimulating environment. Staff spend time getting to know the children and their families well and effective systems are in place to provide strong support for those children who have special educational needs and English as an additional language. Exceptionally strong links have been developed with other agencies to ensure children's needs are being met consistently and in the best possible way. For example, partnership strategies are drawn up between the staff, parents and other professionals to fully support the children. Well established relationships have been developed with local school s to ensure children are well prepared and enjoy a smooth transition into school.

Partnership with parents is very strong and the lines of communication are clear

and open. Children benefit greatly from the two way flow of information that is shared to ensure their unique needs are being met. Parents are able to talk to their children's key people and/or the supervisor at any time and they have access to their children's records. Key people know exactly what they are working towards with all children and this is recorded in the staff teams working files and then incorporated into the planning. However, the children's next steps are not frequently shared with parents as a matter of routine to enable them to become fully involved in their learning or to further extend their children's learning at home. Parents views are sought regularly in the form of parental questionnaire's and a suggestion box. Parents feel valued by the staff team and are able to spend as much time as they like in the pre-school, building effective relationships. Parents are well informed about developments and any changes within the pre-school through discussion, newsletters and the informative notice board. They all have copies of the policies and procedures and are fully involved in the self-evaluation process to drive improvement for the children.

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

All children are making rapid progress towards the early learning goals in all six areas because the entire staff team have an exceptionally good understanding of the Early Years Foundation Stage framework and implement it consistently and effectively. Children have free access to materials and activities to promote their learning and independence throughout the pre-school. Resources are stored at a low-level and a photograph album is used exceptionally well to ensure children can select those activities which are not set up at the time. This enables the children to extend their imaginations and develop their own games and ideas. Children's spoken language is developing extremely well and staff introduce new vocabulary at every opportunity. Children confidently share their thoughts and negotiate roles during their play. For example, children in the role play area discuss how their game is taking shape and add characters to ensure other children can join in. They dress-up and use the resources with imagination, changing the telephones into walkie-talkies and using hair brushes as microphones. They use everyday technology, including the computer with ease. They use the keyboard and control the cursor competently as they select programmes and complete the on screen tasks. Children enjoy learning about the different sounds the musical instruments make and listen to the different noises. They are beginning to learn about tempo and volume as they play the instruments quickly and loudly and then softly and slowly. Children confidently match actions to rhymes and staff participate fully in the large repertoire of songs. Children use mathematical language to describe size, shape, quantity and position during practical activities. They recognise numerals and count using one to one correspondence. They have opportunities to problem-solve as they work things out for themselves, such as, how to change the train tracks from a circle to a figure of eight. Children show high levels of concentration and enjoy listening to stories. They sit quietly and listen carefully, children often predict what will happen next and staff are skilled at getting the children involved in the story, asking questions to ensure they remain engaged. Children are beginning to learn about the natural world through gardening activities. They enjoy

planting and growing flowers and vegetables in pots outside. The children talk about watering them and hoping the sun shines to help them grow. Children practise climbing, ride wheeled toys, mark-make, read stories, play counting games and role play outside experiences a wide range of outdoor play experiences daily.

Children learn about the importance of keeping themselves safe through discussion, daily routines and group safety rules. For example, older children are able to explain clearly what happens during a fire drill, showing an awareness of the procedure to follow in the event of an emergency. Children use a wide range of tools and resources safely. All children take an active role in ensuring their play and learning environment is safe, for themselves and others. For example, children tuck their chairs back under the tables when they have finished at an activity and check to make sure no resources have fallen on the floor. They help staff to tidy away the toys before lunch time. Children often remind each other of the safety rules and staff praise the children for remembering, thanking them for walking nicely, tidying up or picking up resources that have fallen on the floor. They also learn about stranger danger, road safety and sun safety during their time at the pre-school.

Children benefit from a healthy and nutritious range of snacks. They talk with staff about the types of food that are good for them and enjoy growing vegetables outside. They recognise the pictures of food that are good for them on the posters and menus in the rolling snack area. Children's independence is promoted fully during snack time as they pour their drinks and tidy away their cups and plates. They are developing exceptionally good self-care skills and are learning about good personal hygiene during routines. For example, children wash their hands at appropriate times. They find the tissues to blow their noses, dispose of the tissues in the bin and then wash their hands. Children talk about 'washing away the germs so they will not get poorly'. Children recognise the importance of regular exercise and are beginning to learn about their own bodies. For example, children know when they need to wrap up warm and when they need a drink after physical activity. Children have ample opportunities to practise their physical skills both inside and outside. For example, they use the climbing frame with skill and ride the wheeled toys with ease, showing good spatial awareness as they avoid collisions with each other. Children laugh and count as they bounce on the trampoline and enjoy games to enhance their hand to eye coordination, such as throwing and catching and threading activities.

All children behave exceptionally well during their time at the pre-school because staff implement the clear rules and boundaries consistently. Consequently, children know exactly what is expected of them and they fully understand the rules. Children are polite and well mannered and the staff are effective and positive role models, leading by example, as they thank the children for their help and recognise their efforts. The children respond exceptionally well and the sessions run smoothly. Staff have very high expectations of the children and independence is actively encouraged at all times. Open-ended questioning and discussions play a huge role in the pre-school, developing the children's individual sense of responsibility towards one another and their play and learning environment. Children treat the resources and materials with care and show consideration for

others. For example, children help one another to reach resources and pass items to each other, they cooperate well in small and large group activities, they share and take turns with ease and talk about fairness throughout the pre-school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

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

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	1
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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