

Cold Ash Pre-School

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Tracy Bartholomew

Setting address	Acland Memorial Hall, Hermitage Road, Cold Ash, Thatcham, Berkshire, RG18 9JX
Telephone number	07778 442489
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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

Cold Ash Pre School opened in 1970. It operates from the Acland Memorial Hall in the village of Cold Ash near Thatcham and serves a wide geographical area.

The pre school opens five days a week during school term times. The pre school operates from 9:15am to 2:45pm.

The setting is registered to provide care for a maximum of 26 children aged two to five years at any one time. There are currently 48 children on roll. Of these 39 receive nursery education funding. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

Eight staff members are employed to work with the children, of these four staff have Early Years qualifications. The setting receives support from the Early Years Development and Childcare Partnership. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend at this pre-school; they benefit from the wide range of toys and activities on offer, which effectively supports their learning and development overall. Children develop close trusting relationships with adults and their peers; this as a result, ensures children are secure and confident. Highly successful partnerships with parents clearly contribute towards children's achievements and their individual needs being met. The management team have implemented systems of self-evaluation and is keen to establish these further to ensure all documentation and daily practises areas sustain the provision of good quality care.

What steps need to be taken to improve provision further?

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

- overcome the current problems preventing children using the garden to ensure that they have opportunities to move freely between the indoor and outdoor environments
- develop further assessment records to enable children to progress in their next steps of learning

The effectiveness of leadership and management of the early years provision

The committee, management team and staff work closely to ensure safeguarding is well promoted across all areas. All staff have a good awareness of their responsibilities and duty to safeguard children. There are clear procedures in place, which as a result enables the group to act in the best interests of the children if a child protection referral is needed. Risk assessments are undertaken on all areas of the premises and staff ensure that these are used effectively to maintain children's safety at all times. A detailed range of policies and procedures are in place and these include all required documentation to support the daily management and practices of the setting. Robust and thorough steps are in place for the recruitment of new adults and this is followed by a comprehensive induction process. All members of staff are clear about their job roles and they organise the day to run seamlessly.

The pre-school makes good use of the self-evaluation process. They are reflective in driving improvements, which as a result has enabled them to take on board the recommendations from the previous Ofsted inspection and exist questionnaires from parents, this has enabled them to further enhance their practise and in turn promote outcomes for children. Although the pre-school has undergone some leadership changes this has not affected the overall good quality and sustainability of care that the children receive. Profiles and assessments are in place for the children and clearly reflect what the children can do in practice, all staff are confident in the children's routines and can clearly discuss where the children are at in relation to their stages of development, next steps are considered, however in some areas this requires consolidating. Nevertheless planning is consistent and fully incorporates the six areas of learning, they make effective use of the available resources and the space, which as a result enables the children to make a significant progress in their development.

All staff have a firm understanding and awareness of how to promote equality and diversity. Staff effectively use their knowledge to underpin everyday practice, for example, they know each child very well and work with other practitioners to meet their differing individual needs, whilst promoting an inclusive practice. Partnership with parents is exemplary. Communication is excellent at all levels and ensures parents are extremely well-informed about their children's day and the progress they are making. Highly effective arrangements are in place for involving parents in children's learning. They are activity involved in the setting through the committee and parental help. Parents' views are sought so that they can be involved in the continued improvement of the pre-school. Parents comment that they are extremely happy with the excellent care provided and the accuracy of progress records which, for them, demonstrates how well staff know their children.

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

Children are confident and happy at the pre-school; they are relaxed and gainfully enjoy the activities on offer. They benefit from the stimulating environment which allows them to self-select resources as needed within their play. Staff have formed good relationships with children, which as result enables the children to feel secure and confident within the learning environment. Staff are very skilled at developing children's learning, they are engaging with the children and activity involved in their play, which as a result progress's children's acquiring skills and development. Good quality communication lies at the heart of this setting as staff consistently engage with the children, questioning their ideas and thoughts, for example at circle time the children enjoy listening to each others news and sharing views on each other items brought from home. They talk enthusiastically of the ice; how this is formed and what will happen to it at the end of the day.

Children of all ages enjoy free flow activities; they look at books, engage in their own imaginative play and learn new skills in technology as they take photographs of each other. Their learning is well supported through the use of tools for design and making, they are developing their knowledge and understanding of programmable equipment, through use of new software on the computer. Science and experimental activities are on offer to develop children's thought processes and inquisitiveness. Problem solving, reasoning and numeracy is supported in a broad range of contexts, for example children enjoy calculating in weights and measures whilst using the scales and developing larger contexts when establishing if there are more adult than children at the pre-school. Children work well independently and seek help when required, for example, they ask for the chalks and other play equipment from the shed to facilitate their play outside. Physical development is very well supported and children are motivated to be active, however as of yet the setting are not able to support opportunities for the children to move freely between the indoor and outdoor environments

All staff have a sound insight to their key children's development status; they gain information from parents/carers on their initial meetings, which as a result enables them to meet the individual needs of the children accurately. Ongoing visual observations are made of the children; these are well organised including photographs and completed artwork in support.

Children benefit from a rich and varied environment, the staff support and value the children's artefacts and masterpieces, through displays. Children gain a clear sense of being part of a community and enjoy fund raising, they undertake sponsored events such as walks and enjoy local trips to farms for example to develop their interest and knowledge of the natural world. Children's good health is promoted very successfully. They enjoy nutritious snacks and have good opportunities to learn about the importance of healthy eating through topics. Staff are extremely vigilant in ensuring children develop good hygiene habits. As a result, children confidently explain about needing to wash their hands and do not always need to be reminded. Children are taught how to keep themselves safe as staff encourage them to think through possible hazards such as crossing the make

shift zebra crossing in the garden and running within the pre-school. Their behaviour is good overall; they are challenged and supported very well by the staff.

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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