

Young World Pre-School

Inspection report for early years provision

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| Unique reference number | 120330 |
| Inspection date | 16/03/2011 |
| Inspector | Cathy Hill |
| Setting address | Scout Headquarters, 121 High Street, Horsell, Woking, Surrey, GU21 4SS |
| Telephone number | 07774942627 |
| Email | |
| 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

Young World opened in 1992. The pre-school operates from two rooms within the scout headquarters building in Horsell and offers access to kitchen and toilet facilities, plus a very small outdoor area which is enclosed using temporary fencing. The group is registered on the Early Years Register to provide sessional care for 24 children aged from two to under five years, and accepts children from two and a half years. There are currently 35 children on roll and this includes 26 who are in receipt of nursery education grant funding. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language. Opening hours are 9.15am to 12.15pm, Monday to Friday, during term time only. The pre-school have two full-time and two part-time staff who work with the children and, of these, all have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff work well as a team to provide children with a stimulating, secure environment in which they can safely play and learn. Inclusive practice is generally well promoted and staff treat all children with equal concern. A range of documentation is in place to support the pre-school's practice, although some lacks detail and there is a weakness with regard to the maintenance of some safety documentation. The pre-school's capacity for continuous improvement is satisfactory. They have addressed some of the recommendations raised at their last inspection but have not formalised self-evaluation systems to provide a clear picture of plans for progression in practice.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted, in particular records used to assess suitability which must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained. 31/03/2011

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

- devise and implement a formal procedure to assess the ongoing suitability of staff to work with children
- provide opportunities for children to develop and use their home languages in

- their play and learning
- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice
- monitor children's learning records to ensure they clearly track children's development in all areas and show their next steps in learning.

The effectiveness of leadership and management of the early years provision

Staff understand their roles and responsibilities and provide children with access to a good variety of daily activities and toys which promote learning in all skill areas. A variety of educational posters are displayed, for example, about the seasons, colours and opposites, alongside children's artwork to provide a stimulating surround for children. Children eagerly enter the pre-school room and show a strong motivation to learn as they immediately engage in an activity of their choice. Children's welfare is safeguarded by staff who have all had safeguarding training and who are confident with the procedures to follow with any concerns. Staff have been vetted, however, evidence of vetting was not easily accessible and available for inspection, which is a breach of requirements. At the previous inspection a recommendation was made regarding implementing a formal procedure to ensure the ongoing suitability of staff and this has not yet been addressed. A detailed safeguarding policy is in place and safeguarding information is displayed. A daily safety check of the premises is carried out and staff welcome children into the pre-school before securing the door during sessions. Staff supervise children well as they play and children turn to staff for support and to chat showing they feel safe in their care. All children have equal opportunity to access all resources with children's individual learning needs tracked by their key workers.

The pre-school works in partnership with parents and others involved in children's care and education. They share relevant information, for example with childminders who bring and collect children, to ensure children's needs are well known by their main carers. Good relationships are established with parents, who confirm they are happy with the pre-school provision. A range of information is displayed for parents on a notice board within the entrance hall and policies and procedures are also freely accessible in a folder by the notice board. The pre-school have no formal self-evaluation system but staff regularly evaluate their practice and this is discussed both daily and at staff meetings. Feedback from parents is obtained through discussion. There has been some improvement since the last inspection with the purchase of some new equipment and management see the outdoor provision as a priority for improvement.

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

Children are very confident and sociable and are making good progress with developing their future skills through sensitively supported daily play. Weekly

activity plans are displayed which show children have opportunities to develop in all learning areas. Staff maintain learning journey records for children, with observational evidence of their achievements and they know their key children well. However, observation and assessment records have not been rigorously monitored to ensure they track children's development in all areas and show their next steps in learning in all areas. Children's behaviour is very good as they are constantly engaged with meaningful play activities. They have named drawers and this develops their sense of belonging within the pre-school. They take responsibility for their environment as they help tidy up and they are confident in talking about daily routines. They play amicably together and show good consideration for others as they share toys and equipment, such as modelling tools when playing with dough. Children understand routine hygiene practice as they know to wash their hands before they eat. The pre-school work in partnership with parents to protect children from illness and infection and to promote a healthy lifestyle. Children bring in individual towels to dry their hands and parents are requested to send a healthy snack for children. Children have free access to water during sessions. They show an understanding of safety as they correctly and carefully use scissors to cut paper and as they move confidently from activity to activity, skilfully manoeuvring around others at play. They learn how to keep themselves safe as they take part in fire drill practises.

Staff plan activities to link in with different topics, currently shapes. Children sit together at the computer and very skilfully manipulate the mouse and use the keyboard to complete a programme about different shapes. They understand the purpose of the programme and recognise and name a circle and square shape they see and correctly identify the colours of the shapes. They are very confident with numbers and when playing a matching game they count up to 12 and when they find more matching items recount to 14 and then 16. They have fun as they fill different shapes in the sand tray with scoops of sand, counting to see which shape will hold the most scoops. They learn about the natural world as they sit to make a collage picture of a bee. They rub over hexagonal shaped wire with a crayon to form a honeycomb effect on paper and staff gently ask children questions about bees and encourage them to count the number of legs on a bee in a picture. Children have good opportunities to develop their communication skills and freely sit and write. Some write their names with clear recognisable letters. They enjoy looking at books and children are confident conversationalists, ordering their thoughts well before talking, for example, about a model they have made from construction bricks. Opportunities for children with dual languages to develop and use their home languages in their play and learning are, however, limited. Children enjoy opportunities for free creative expression and absorb themselves in making models from dough using modelling tools and their hands as tools. They proudly show some snails they have made by coiling strips of dough into a spiral and put the snails in a row before correctly counting them. Daily calendar activities reinforce children's understanding of the passage of time as they talk about the day of the week, month and season. They have great fun as they play together with musical instruments with children playing the triangle, tambourine and xylophone.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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 | 3 |
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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 | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| 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 | 3 |

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