

Thames Pre-School

Inspection report for early years provision

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Inspector

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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

Thames Pre-School has been in operation since 1984. In 2002 it moved to new premises in a mobile unit situated in the playground of St Sampson's Junior School which is in the town of Cricklade near Swindon. The Pre-School caters for 26 children from two years and is open during school term times from 9am to 3pm, Monday to Friday, Tuesday is 9am to 1pm because there is a rising three session on Tuesday afternoon from 1.15pm to 3pm. Parents provide a packed lunch for children who stay for lunch, which is from Midday to 1pm.

There are currently 52 children on roll with 35 children receiving funding. Children are cared for in an activity room, which is sectioned into activity areas by furniture. Leading from this room is an entrance hall, office, staff room, toilets and kitchen. Children do not have access to the kitchen. Also leading from the main room are store areas and there is direct access to a garden at the side and front of the building. Occasionally the group use the school hall for physical activities. A light snack is provided for the children. The pre-school is operated by a parents committee. There is a pre-school leader managing the setting and six members of staff working with the children who are all qualified in early years. Additionally there is an office administrator and one member of staff who prepares and runs the snack bar for the children. The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision is good overall and children enjoy being in the setting. They make good progress in their learning and development because they are provided with good levels of care and stimulating activities. An outstanding partnership with parents and children enable the setting to be fully inclusive and to provide very well for the individual child. Children feel very safe and secure and have access to a wide range of indoor and outdoor play experiences and activities. Staff are led by an excellent manager and her deputy. Staff work together as a well-knit team which continually strives to improve the provision through careful reflection on their practice so showing a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- extend play facilities through developing the new garden.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are very robust. No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff.

The very experienced manager and her deputy are supported by a good team of staff. The setting successfully creates a variety of play opportunities that cover all areas of learning. Staff eagerly take up training opportunities to further develop their roles. A strong focus on meeting the requirements of the Early Years Foundation Stage is confirmed by evidence of good progress in every child's early years 'Learning Profile'.

The setting's self-evaluation process is rigorous and the impact of new initiatives are closely monitored. Inspection observation and discussion also confirmed how central this is to the setting. Staff listen closely to what parents and children suggest and respond to their views as, for example, in following through with them the individual targets that both the setting and parents agree for their child. Regular surveys of parents' views through informal discussion, together with a good programme of activities, underpin the setting's success. Excellent partnerships with a number of outside agencies including the local authority and the children's centre next door also enhance the settings' provision. Discussions with and visits by these partners are a part of the provision's self-evaluation process.

Resources are good, deployed to their best advantage and accessible for all ages. The available space in the setting itself is very well managed, however the setting does not make best use of the outside play area in the new garden. The setting is very inclusive and every child's needs are met well including those with special educational needs and/or disabilities.

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

As soon as they arrive at the setting, children settle very happily, relate very well with one another and have fun in their learning and development. Every child in the setting had a smile for adults. Children immediately join in activities with their friends in the setting. They are confident and respond to the well planned and stimulating environment and the themes which are set out for them daily. If there are difficulties on arrival the staff sort these out very quickly and sensitively.

Boys and girls enjoy equally the full range of resources in the setting. Staff unobtrusively ensure that no child is left out and offer themselves as very good role models by playing alongside them. Each child has an excellent relationship

with staff and in turn are treated and guided as individual personalities. Social and emotional needs and additional special educational needs and/or disabilities are met very well by sensitive adult intervention.

Brief written observations by staff are placed in the learning profile. These are regularly analysed very carefully by a child's key person and the next steps identified for each area of learning. For example, one child's target stated 'the next stage is to encourage the child to think up their own stories using their imagination and creativity'. The assessment records confirm the care with which staff provide suitable experiences for early years children which result in their excellent achievement and readiness for the next steps in education. Parents and carers say that they enjoy seeing these learning journey folders every term.

The setting's focus on welfare is excellent. Hygiene and health are emphasised and reviewed constantly. The setting keeps up to date on current health issues. Children confidently talk with adults and with each other. Discussions with children confirm an excellent understanding of effective hygiene routines and the benefits of an active lifestyle. Behaviour throughout is outstanding and activities are characterised by a willingness by older and younger children to share and cooperate with each other.

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 | 1 |
| 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 | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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

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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 | 1 |
| The extent to which children feel safe | 1 |
| 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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