

Toad Hall Pre-School

Inspection report for early years provision

Unique reference number	122730
Inspection date	30/03/2011
Inspector	Gail Robertson

Setting address	St. Stephens C of E Primary School, Hunters Chase, South Godstone, Godstone, Surrey, RH9 8HR
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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

Toad Hall Pre-School was registered in 2001. The group operates from a classroom in St. Stephen's School in South Godstone, Surrey. However, the pre-school had been operating since 1987 on a previous site. Children have the use of the main classroom, school hall and outdoor courtyard and other facilities such as the playing field. Toilet facilities are located in the main school. The group have kitchen facilities within the classroom. There is disabled access to the pre-school. The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. It may care for no more than 20 children from two years to under eight years at any one time. There are currently 25 children on roll of which 22 receive funding for nursery education. The pre-school welcomes children with additional needs and those who speak English as an additional language. Children attend a variety of sessions. The pre-school is open five mornings from 9am to 12 noon every weekday during term time, and from 1pm to 3.30pm when numbers of children are high during the school spring and summer term. The pre-school employs seven members of staff and a minimum of four are on duty during the session. Six staff hold an early year's childcare qualification, three at National Vocational Qualification (NVQ) at level 3 and two at NVQ Level 2; one holds a pre-school alliance qualification and one is unqualified. The setting receives support from the Early Years Advisor from the local authority and the host school. There are links with other providers of Early Years education in the local area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Toad Hall is a happy and fun place for children to come and there is an exciting buzz here. It is an inclusive pre-school and meets the needs and interests of all those who attend. Children are confident, polite, well behaved and make good progress. The manager is always looking for ways to improve and find available funding to make changes. The pre-school is receiving support from the local authority to make the writing children's learning journeys a more manageable task. The pre-school has an awareness of its strengths and areas for improvement and has the good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- maintain a two-way flow of information with parents to ensure the ongoing safety of children while they are waiting for the pre-school to open and to improve children's own awareness of the need to keep themselves safe.
- continue to develop a manageable system of recording the children's learning journeys as a record of their progress.

The effectiveness of leadership and management of the early years provision

Keeping children safe is a high priority for the staff. Policies and procedures for the safe and effective management of the pre-school are shared with the parents and carers. Soon, they will be able to access these from the new website, the latest improvement made by the effective manager. There are thorough arrangements in place to protect children once the pre-school has opened including the appropriate vetting of all adults. Before the pre-school opens, parents and carers, and children have to wait in the school car park area where there are moving vehicles. This is because the classroom door opens onto the car park. Staff have put barriers up to protect parents and children at this time. Parents and carers have been informed of the pre-school's expectations verbally and in newsletters. Children are reminded regularly, in class, of how to stay safe in the mornings. However, some children do not have a full understand the dangers present while waiting for pre-school to open, as they find their way beyond the barriers.

Staff are fully aware of all the necessary paperwork that must be completed and signed by parents and carers, such as the accident form. Daily checks are made of the premises to keep children safe but staff do not consistently involve them so they too learn to recognise possible risks. Staff really care for the children and manage them sensibly. For example, when children are tired after an active time in the hall, they are encouraged to rest in a comfortable position and have a drink. The manager and staff have worked well together for many year. Parents and carers reported that they value the stability of staff. The pre-school has an effective self-evaluation system in place. The manager has identified that she must give herself time to complete the administration work and time to check that the staff have completed theirs. Children's learning journeys are not currently fully up to date due to the way in which they are currently laid out. The pre-school is receiving good support and guidance to help them with this problem. Everyone is encouraged to contribute their ideas and to cascade any training attended at staff meetings. Appraisal helps to identify good practice, issues and training need.

This is an inclusive setting where all children and adults are fully respected and differences are valued. There is a wealth of resources for the children to use inside and out. The staff work hard to set up a stimulating and attractive environment and have found a good compromise in setting up a free-flow area outside which is well supervised. Resources indoors are at the children's height to allow them to be independent, make choices and take responsibility for their own learning. There are good links with the parents and carers, and they all spoke highly of the care and support their children receive from their key person. They reported how staff are now part of their 'family'. Links with other providers, in particular with the host school, are very strong. There is a good two-way communication with the host school and child minders. Links with other professionals are equally as strong. The manager knows who to contact if necessary to ensure children's needs and developments are fully met.

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

The pre-school is welcoming, made attractive, cosy, and all children have a great sense of belonging. They know they are Toad Hall children. They share a warm and caring relationship with the staff that continues to grow throughout their time here. At the start of their learning, relevant information is obtained from parents and carers, and other sources, such as child minders and other providers, to ensure children's particular needs and interests are appropriately met. This helps children to settle quickly and the staff to plan their learning so they make good progress.

Children are pleased to see their friends in the morning and immediately set to work once registration is completed. They cannot wait to show staff what they have brought from home. For example, they have been seeking out objects with the initial sound of 'L' or 'U', bringing lollipops, large toy lorry and umbrellas. Children discuss that it is not safe for the umbrella to be opened in the room. The manager also opened a book brought by one of the children. The children looked very carefully at the pictures of a lion and wanted the story read to them. Children are confident, interested and motivated by the planned and prepared activities. Most extend play for themselves, for instance, children began to make a track out of the building blocks for their lorries and cars. They worked together to create hills, twists, and turns in the road. They were joined by other children who made a petrol station and charged for their services. Others watched from a distance and drew cars and other vehicles.

Children very much enjoyed the activity of decorating Mother's Day cakes. Children knew they must wash their hands before they begin, saying, 'And don't forget the back of your hands.' The children displayed intensive concentration as they spread the butter icing and placed the counted number of jelly tots in a decorative way. They were proud of their efforts and staff, in turn, are proud to note that children resisted the temptation not to lick their fingers while they worked. Children have great fun and working together, gaining skills in a number of areas from this activity.

The pre-school routines are well known and children consequently feel relaxed and safe. Children show they know how to use their toys and equipment including cooking utensils safely. However, before pre-school start a few forget they must not play outside the safety barrier. Most behave well because they know that this is what the staff expects of them. Staff handle disagreements well and children are helped to make the right choice. Nearly all share equipment, play well and ask politely if they need something. While they are working, staff engage children in meaningful conversation to increase their vocabulary and sustain a conversation with adults. This was observed when children played games with the staff. They had fun and worked competitively with 'Kim's Game'. They learn how to win and lose fairly.

Children take part in energetic activities including singing, playing musical instruments and performing actions in the school hall. They celebrate festivals and

listen to stories from different parts of the world. They just love stories and enjoy being read to, such as through the story time at the end of the session. There was complete silence and every child's eyes were on the book's pictures. Every child became absorbed and could retell the tale accurately.

Children are very aware of healthy lifestyles. They go outside each day and engage in a range of physical activities either in the school play ground or in the school hall. They are independent in their self-care skill, for instance, in pouring themselves a drink of water when they feel thirsty. They learn about healthy foods and how to prepare fruit before eating and help the staff clean the tables before having a snack.

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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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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