

Faringdon Pre-School

Inspection report for early years provision

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Inspector Rosemary Davies

Setting address Canada Lane, Faringdon, Oxfordshire, SN7 8AH

Telephone number 01367 242801

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

Faringdon Pre-School was first registered in 1979. It operates within the school site and works as a partnership unit with the school. The children have access to an enclosed outside play area. The pre-school is open every weekday in term time. Each morning sessions take place between 9am and 11.30am and afternoon sessions are offered for funded children between 12.45pm and 3.15pm on Monday and Tuesday. In addition to this, non-funded children can attend an afternoon session on Wednesday from 1pm until 3pm. There are currently 51 children on roll. Of these, 36 three-year-olds and one four-year-old are in receipt of funding for early education. The pre-school supports children with learning difficulties and/or disabilities. It is run by a committee who employs 8 members of staff overall. Some staff work on a part-time basis. Of these one member is qualified at level 5, three members are qualified to level 3 and two are working towards level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are welcomed and included in this friendly pre-school, showing a strong sense of security and learning about healthy living well, under the caring guidance of staff. Children progress appropriately in their learning and development, benefiting from a well-resourced playroom. The outdoor area is less well equipped and somewhat under utilised, which hampers progress for children who learn better when outside. Partnerships are good and support children well when they move from pre-school to full-time education. The staff have addressed recommendations from the previous inspection successfully and have worthwhile aims for the pre-school's future. They reflect on their practice but overlook some areas that require attention as monitoring systems are not fully effective. Nevertheless, overall, they demonstrate a sound capacity to maintain future improvement.

What steps need to be taken to improve provision further?

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

- improve resourcing of the outdoor area and consider how this area may be used to provide children with more choice of indoor or outdoor play
- reconsider the management of group times, so that these meet the needs of all children
- consider further ways of helping children progress quickly by taking on more responsibilities and making sure more capable children are challenged appropriately
- extend the engagement with parents so that their views on the provision are actively sought, in order to support self-evaluation processes.

The effectiveness of leadership and management of the early years provision

Staff are committed to protecting children's welfare and have the necessary knowledge to do so effectively. The committee has instigated good systems to check that staff are cleared as being suitable to work with children. The committee oversees the review and implementation of suitable policies and procedures, acting in conjunction with the pre-school's supervisor. Risk assessment processes work well to check that children are cared for in secure, safe and suitable premises. Staff are aware of their duty to keep children safe and of the need to teach them how to keep themselves safe, which they do well overall. Staff training needs are identified and addressed. They feel well supported in gaining additional qualifications. They help maintain good levels of hygiene, so that children use clean premises, so showing improvement since the previous inspection. All this contributes to staff safeguarding children well.

Indoors, resources and equipment are used effectively to support children's learning and development. The outdoor area is currently under resourced and under used for part of each session. This impacts on children who learn better when outside. At other times, practice supports inclusion well. For example, children who come indoors because they are feeling cold are provided with suitable outdoor clothing and happily return outside to play. Staff give suitable support to children learning English as an additional language, providing a key worker who uses Makaton signing, to aid communication. Additionally, pictorial prompts around the playroom help all children know what to do.

Partnerships with parents are suitably established. Information on children's learning is shared verbally, although currently, there are no planned alternative information sharing sessions for those parents who cannot attend during the day. Parents are actively encouraged to spend time in the pre-school. They receive a good range of information about the pre-school, including policies and procedures. They have useful introductory meetings with staff. Currently, little is done to seek parents' views about the provision and how it might be improved. Wider partnerships have a positive impact on children's care and development. Staff know where outside help may be obtained when required to support children with additional needs. They capitalise on being in proximity to the school to which the vast majority of children transfer. They establish good relationships with school staff; frequent visits help ease the move to school life well.

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

Children clearly enjoy attending this pre-school. They make satisfactory progress from their starting points on entry. This is largely owing to the teamwork of staff. They provide interesting indoor activities based in exploratory play which capture children's interest. Assessment systems are secure, based on objective

observations and work suitably to form a firm basis for planning future activities. As a result activities centre mostly around children's needs and interests. At times, staff do not provide sufficient challenge for some children, which slows progress; for example, they miss some chances to encourage children to take responsibility. Additionally, some whole group activities do not fully engage all children and their attention wanders as they wait for names to be called. Overall, however, the session routines are organised well to give a suitable balance of adult-led and child-chosen activities. These provide children with a strong sense of security.

Relationships between children and with staff are warm and friendly. Children's behaviour is very good, particularly during self-chosen activities. They move around the playroom freely, concentrating well at activities that they enjoy. Staff take a consistent approach to behaviour management. They intervene swiftly and appropriately, if needed. They give children frequent praise and encouragement.

Staff often support children well. They are caring and calm, speak clearly and ask relevant questions to stimulate children's thinking. This helps children gain suitable skills for their future lives by promoting conversation and extending vocabulary. Children enjoy imaginative play. They take turns in waiting for the doctor played by a member of staff. They explain that they have a 'tummy ache' and hear that possibly they have 'a high temperature' and that a 'thermometer' is required.

Children listen and respond well. They use information and communication technology equipment, showing their skills at manipulating a computer mouse. Children use a range of puzzles and wooden bricks to solve simple problems. They use painting and drawing media eagerly but staff miss opportunities to model writing children's names clearly to support emerging writing skills for more capable children. Currently, staff do not make the most of the outdoor area to support children's early literacy and numeracy skills.

Children readily take responsibility when given the opportunity. They learn how to use real knives safely when helping to prepare food for their snack. They carefully judge how they can cut a banana into two halves. Many use scissors competently, describing the difference between those that cut 'straight' and others that make 'patterns'. Children show a good understanding of safety issues in general. They know how to use outdoor equipment safely, such as going up the steps to use the slide. This piece of equipment is more suited to toddlers, however, and does not offer sufficient challenge for more athletic children to test their skills further. Staff provide safe environments, indoors and out, so that children play in safety.

Children adopt healthy lifestyle choices well, overall. They are keen to play outdoors. This does not happen until well into some sessions, however; this prevents some children from being physically active early on, which better suits their needs. Despite this, children enjoy long periods outside once doors are open. Children quickly learn good hygiene routines. They become independent in managing their personal needs. Staff use spontaneous opportunities well to prevent the spread of cross-infection, praising children for covering mouths when they cough. Children learn about healthy eating well. They eagerly show whether certain foods are a 'thumbs up' or 'thumbs down' when hearing the Hungry Caterpillar story.

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

The effectiveness of leadership and management of the early years provision

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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