

Perham Down 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

Perham Down Pre-school opened in 1980 and is part of the military establishment at Perham Down, Wiltshire. It operates from three playrooms within a designated building and serves both military families and families from the surrounding area. There is an enclosed garden available for outdoor play. The pre-school is registered on the Early Years Register.

The pre-school operates five days a week from 9.00am to 3.00pm, during school term time only. Children may attend for a variety of sessions. The pre-school is registered for a maximum of 36 children between the ages of two and five years old. There are currently 45 children on roll, all of whom are in the early years age group. The pre-school is in receipt of funding for the provision of free early education for three and four-year-olds. The pre-school currently supports children with special educational needs and/or disabilities and children for whom English is an additional language. The pre-school employs nine members of staff to work with the children. Of these, six hold a suitable childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enter the setting with ease and engage well in a good variety of activities, which effectively promote their learning and development. Generally staff engage well with the children and overall the children are making good progress. Good strategies are in place, such as strong partnerships with parents, which enable staff to meet children's individual needs. Staff promote inclusion well throughout the setting. Staff have taken positive steps since the last inspection to continually improve their provision.

What steps need to be taken to improve provision further?

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

- encourage staff to further develop their use of questioning techniques and discussion in order to maximise children's learning potential
- further develop children's understanding of why personal hygiene routines are important in order to reduce the spread of germs and infections.

The effectiveness of leadership and management of the early years provision

Children benefit from the good strategies in place to safeguard their wellbeing. Staff are confident in the child protection policies and procedures and have a clear

understanding of the action to take should they be concerned that a child is at risk of harm. Robust recruitment and vetting procedures ensure staff are suitable to work with children. Effective induction systems provide staff with a clear understanding of their role and responsibilities. Good systems are in place to promote children's safety within the premises. Robust risk assessments are conducted to ensure each area is safe, with action taken to minimise any risk of harm. Children benefit from high levels of supervision and staff deploy themselves effectively to support children within their play and activities. Space is used well and children benefit from opportunities to flow freely between the indoor and external learning environment. Equipment and resources are maintained in good condition and are readily accessible to the children.

An effective sickness policy, such as the exclusion of children when ill, reduces the spread of contagious illnesses, such as sickness and diarrhoea. However, staff do not consistently remind children to use their hands when sneezing in order that they learn the benefit of good manners in reducing the spread of germs. Staff have a clear understanding of children's individual medical needs and ensure any medication is administered effectively. Clear records are maintained of accidents and shared with parents, ensuring they remain informed of events.

The pre-school promotes strong partnerships with parents. Parents play an active role within children's learning and development. Staff share information on children's learning journeys and the targets being set and parents are encouraged to share children's achievements at home. Children enjoy taking books home to read with their parents. High levels of information are available, such as notices and newsletters, which ensure parents remain informed and up-to-date with current issues and events. Parents comment that they are happy with the service provided, that staff are approachable and that they feel informed about children's progress.

Good strategies are in place to work in partnership with other providers that children attend. For example, children's learning journeys are shared with childminders so they may discuss and work together in order to promote children's progress. Good strategies are in place to liaise with reception teachers in order to smooth children's transitions on to school. Very good strategies are currently being implemented to support children with additional needs and external agencies are welcomed into the group to further support staff and children. Staff effectively use sign language and visual prompts in order to aid communication, particularly with children who have additional needs and those children for whom English is an additional language.

Staff effectively evaluate their provision, which enables them to take positive steps in driving improvement. Monthly staff meetings ensure staff are informed of changes to policies and procedures and are able to discuss how to improve their practice as a team. Staff undertake regular training opportunities, which promotes continuous professional development. Strong links with a development worker and an advisory teacher supports staff in focussing on specific areas to develop.

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

Children are very busy within the setting and clearly enjoy the opportunities provided. They engage well in a wide variety of activities and play opportunities, which effectively promote their development. Staff are mindful to ensure that a balance of learning takes place across the six early learning goals. Children's learning takes place both inside and out, with the outdoor area used effectively as an extension to the indoor learning environment. Good strategies are in place to gather information about children's abilities on joining the pre-school, which staff use to plan for children's future learning. Staff effectively plan a wide range of activities, which encompass children's interests and target specific areas for children's development. Generally staff support children's learning well, although they do not consistently use effective questioning techniques and discussion to fully extend children's learning and to maximise their full potential. Thorough systems are in place to observe and monitor children's progress and information gained through observations is effectively used to plan for children's next steps.

Children benefit from high levels of praise and encouragement, which boosts their confidence and self-esteem. They are encouraged to be independent and frequently pour their own drinks when thirsty. Children play an active role in the group and enjoy being picked to be the helper of the day, enthusiastically handing out cups at snack time. Before eating, children willingly wash their hands as part of the daily routine, which reduces the spread of germs. However, staff do not consistently talk to children about the benefits of washing their hands. Children benefit from healthy and nutritious snacks, such as yoghurts and fruit. Excellent opportunities enable children to be physically active. They clearly enjoy being outside and play enthusiastically with the good range of equipment provided. Children are developing excellent physical skills, such as balancing and climbing, particularly when using the assault course and the climbing frame. They concentrate well as they manoeuvre carefully along the wobbly bridge and negotiate the stepping stones. Staff encourage children to develop an understanding of how to keep themselves safe within their play. They regularly practise the evacuation procedure in order to encourage children to gain an awareness of the action to take in an emergency.

Children experience good opportunities to develop skills for the future. They are beginning to link sounds and letters and are developing their mark making skills. Frequent opportunities are provided for children to enjoy stories. They happily sit with staff outside on a blanket when reading and looking at the pictures. Inside, staff use puppets within their stories, which highly engages the children. Good opportunities are provided for children to predict what happens next and children laugh with excitement as the story progresses. Children also enjoy singing and participate well in the actions. Opportunities for children to be creative with painting and sticking activities encourage them to be independent and these activities are not overly adult led. As a result, children are able to explore their own ideas within their creations without being directed by staff as to how their creations should look. Children particularly enjoy exploring the texture of paint and become engrossed when rubbing their hands together and watching the paint drip

onto the paper.

Good strategies are in place to promote positive behaviour and to encourage children to learn between right and wrong. Children play well alongside each other. They are forming strong friendships and enjoy coming together for games and group activities. They cooperate in taking turns and staff employ good strategies to encourage them to share. For example, when particular toys are in demand an egg timer is used to show children when it is time to swap over. Staff praise children when they use good manners, such as saying please and thank you. Children are encouraged to learn respect for each other and to listen to what others have to say. Good opportunities encourage children to learn about diversity. For example, children celebrate a range of cultural festivals that are relevant to the children within the setting and they access a range of resources that depict positive images of race and culture.

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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