

# Owlsmoor Pre School

Inspection report for early years provision

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<b>Email</b>	
<b>Type of setting</b>	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**

Owlsmoor Preschool opened in 1982. It operates from a purpose built building in Owlsmoor, Berkshire. The setting is open Monday to Friday 9.00am to 3.00pm term time only. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register to care for a maximum of 26 children in the early years age range. There is no provision for children under two years of age. There are currently 69 children from two to five years on roll who attend various sessions. This currently includes 40 funded three and four-year-olds. The preschool supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 10 preschool staff who work with the children; of these seven, including the supervisor, have appropriate early years qualifications. The pre-school is a member of the Preschool Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children benefit from the happy relaxed atmosphere where they can make choices and develop their interests and skills. Good communication with parents and careful observation enables the enthusiastic staff to develop a strong awareness of each child's individual learning needs. Staff informally evaluate the provision in regular staff meetings and plan constantly for improvements leading to continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop self evaluation; prioritising and planning improvements within an achievable timescale
- seek appropriate professional advice regarding improvements to the fire evacuation plan
- improve opportunities for parents to share and participate in their children's learning

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a clear awareness of safeguarding issues and the procedures to follow if they have any concerns about the welfare of a child in their care. A

detailed safeguarding policy is accessible to both staff and parents, thereby ensuring everyone is clear about how the setting operates in regard to safeguarding issues. Induction procedures, appropriate checks and recruitment procedures all help to ensure the appointment of suitable staff and that therefore the children's well being is protected.

The good care taken by the setting staff to manage risks helps to ensure children can safely enjoy a range of play opportunities both indoors and out. The fire drill is regularly undertaken to ensure staff and children know what to do if the alarm sounds. However, the management have some reservations regarding the current plan which may influence the swiftness of the evacuation procedure in a real emergency.

The attractive well maintained building and garden provide a safe and attractive environment for the children's care and play. Staff are adapting to their new premises and enjoying the extra opportunities they can now offer. The children independently move safely between the indoor and outdoor areas developing their skills and making choices in their play. A good range of quality toys and resources are easily available to the children as they self select play items throughout the setting.

Parents comment favourably on the service offered, commenting on their confidence in the staff and the progress children make in the setting. Good communication is encouraged between staff and parents through daily face-to-face conversations and more formal opportunities for parents to meet staff and discuss their child's individual progress. Regular newsletters and a parent's notice board help to keep parents well informed about important pre-school information. Whilst information is displayed regarding the Early Years Foundation Stage, opportunities are limited for parents to contribute information and build on their children's learning at home.

The manager recognises the importance of developing good relationships with the local primary schools and nurseries where children move onto, and takes positive steps to cultivate these relationships which aid transition. Visitors from the local community help to increase the children's awareness of the wider world. For example they have enjoyed visits from a dentist, police officer and a guide dog.

The staff promote equality and diversity well through their efforts to meet individual needs.. They seek help and advice regarding English as an additional language. Children's special needs are also well supported; staff implement strategies suggested, consequently all children benefit fully from their preschool experience. The comprehensive information gathered on admission to the setting helps to ensure staff understand each child's individual needs well.

Staff all contribute to the weekly staff meetings where a wide range of topics are discussed. This provides a regular high quality opportunity for the staff to plan and develop all aspects of the provision. Many improvements have been made since the last inspection including the acquisition of new building which they have recently moved into. The management team have clear awareness of the settings strengths and many ideas for future development. However, the many ideas for

further developments have not yet been prioritised in order to assist their achievement.

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

Children's good health is encouraged through the daily opportunities for the children to play in the fresh air, developing their physical skills and sense of well being in the natural light. Children clearly enjoy their healthy snack cafe where they help to prepare the fruit snacks for their playmates. Guidance on providing healthy lunch boxes is offered and appropriate advice is offered regarding cool packs to ensure lunches remain fresh. Easy access to cups and water enables the children to have drinks throughout the day without difficulty.

Sensible measures are taken to promote good hygiene; for example staff ensure liquid soap is available at each sink and paper towels are easily accessible to encourage hand washing and reducing cross-infection. Young children are encouraged to visit the toilet or have their nappy changed helping to encourage good toileting routines. Children leave their parents and carers confidently and soon settle into activities; they are curious and interested in all around them, indicating they feel safe and confident. They learn to consider their own and others safety as they play outdoors, demonstrating increasing control as they climb a small climbing frame and use wheeled toys with consideration for others

Children benefit from the simple routines which enables them to have plenty of opportunities to make independent choices in their play and also opportunities to participate in group activities where they learn to listen and cooperate with others. Staff are aware of children's developmental needs through the observations and records they maintain. This information is shared amongst the staff team, enabling all staff to promote and encourage progress for all the children.

Children enjoy their independence to make choices in their play as they move freely between the indoor and outdoor environments participating in the many activities available to them. Outdoors they enjoy climbing on the low level play apparatus, and ride wheeled toys developing their physical abilities. Creative development is encouraged through dough and painting activities. Imagination and creative skills are demonstrated as the children adapt the outdoor environment to become a car wash. They independently fill buckets of water and have great fun washing cars and bikes using sponges and cloths.

Children learn about the natural world as they examine the flowers and fruits growing in their garden. They eagerly fill their watering cans to water them and the adult encourages them to observe and notice changes. Children experiment with water using containers and tubes as they increase their fine control to pour, fill and empty containers.

A quiet comfortable book area is available both indoors and out to enable children to enjoy books at any time. Children enjoy the story/talk time where they listen

attentively in appropriately sized groups. They talk about what they can see and anticipate what is happening in the story. The staff are attentive and ensure everyone has an opportunity to see and participate. Labelling around the room and many opportunities for the children to recognise their names enables the children to begin to develop an awareness of the written word. Mark making resources are easily accessible to the children and many chose to use them independently.

Staff make use of many opportunities to encourage the children to count and think about position shape and size as they play, thereby encouraging an early understanding of basic maths concepts. For example at snack time, two children assist with preparing snacks. They talk about the names and shape of the fruits and how many pieces they can cut each fruit into.

The staff set a good example to the children through their calm, patient and attentive behaviour. Children behave well; they are learning to help each other, use good manners and show consideration for others. All the children are encouraged to look after the resources and participate in tidying up at the end of the sessions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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