

Paddington Pre School Stage Two

Inspection report for early years provision

Unique reference number	113627
Inspection date	24/05/2011
Inspector	Alison Weaver
Setting address	The Old Court House, East Court, College Lane, East Grinstead, West Sussex, RH19 3LS
Telephone number	01342 317800
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*.

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

Paddington Pre-School Stage 2 opened in 1992. It operates from part of The Old Court House in East Grinstead. The group has sole use of a playroom and an office. The group opens five days a week during school term times. Opening times are from 8.50am to 4.00pm. All children share access to a secure enclosed outdoor play area. There are steps in a number of areas in the premises.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children may attend at any one time. There are currently 47 children on roll in the early years age range. The provision provides funded early education for three- and four-year olds. The provision is also registered to provide care to children aged over five years to under eight years. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs nine staff. There are seven staff, including the manager, who hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children become confident, independent learners who love to explore their surroundings and take an interest in their world. They make good progress in their learning and development as they are well supported by skilled staff who identify key learning priorities and plan effectively for each child taking into account their interests and likes. Children's safety, welfare and emotional well-being are promoted well through good everyday procedures and communication between staff and parents. Overall, positive links with parents and other providers enable them to contribute to the assessment process and promote continuity of care and learning for each child. The management of the setting has not established robust systems for ongoing self-evaluation but shows an accurate understanding of the strengths and weaknesses of the setting and a willingness to continue to take effective steps to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to be involved in children's learning and development
- develop further ongoing systematic ways of reflecting on practice and improving outcomes for children.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children, including thorough recruitment procedures to ensure staff are suitable to work with children. Most staff have attended recent child protection training in order to keep up to date in their knowledge of how to identify and report possible cases of abuse or neglect. Some staff are less confident and secure in their knowledge although are clear about their responsibility to pass on to the relevant person or authority any concerns they have about a child in order to promote their welfare. The setting is kept safe and secure by daily safety checks and regular risk assessments. This results in children staying safe at all times. The premises is shared with other users so staff ensure that children are supervised well and escorted safely to the different areas. The manager makes good use of the accident records to monitor and action any recurring safety problems so that hazards to children are minimised effectively. All other required documentation to support the care and welfare on individual children is in place and generally well maintained and kept confidential.

The overall organisation of the setting is good with staff making effective use of the space available to them. There is a wide range of safe and suitably challenging resources that are used well by staff to support individual children's learning. These are kept in good condition and added to as finance becomes available. The outdoor area has recently been improved so that it is a more accessible outdoor space for children in all weathers with a range of new, fun equipment and spaces that children clearly enjoy using.

The setting forms good relationships with parents and keeps them well informed about their child's progress and welfare. Staff ensure that they have all the necessary information about a child's individual needs and home backgrounds so they can care for them appropriately and respect the wishes of parents. Staff also find out a child's interests so they can use that information to plan activities that they enjoy but will also help them make progress in their learning. Parents are made aware of the letter of the week so they can continue learning at home. They are encouraged to share what they know about their child's abilities and achievements on an informal basis and at more formal parent meetings. However, staff have not fully explored other opportunities for parents to be involved in their child's learning. Parents expressed very positive comments about the caring and friendly staff who they felt helped their children prepare well for the transition to school.

Staff form close working relationships with interagency teams who share the care of individual children with special educational needs and/or disabilities. They work well together to ensure that these children make good progress in their learning and development in relation to their capabilities. Staff generally communicate effectively with other settings who share the care of individual children in order to provide continuity in their learning. The setting is aware of the need to help all children value diversity and respect one another. They take some steps to represent each child's home background and language in the setting.

The setting has made good use of recent local authority input to review and assess the provision in order to improve outcomes for children. It has resulted in staff looking closely at their practices to see how well children are achieving. They have implemented well targeted action plans that are having a positive impact on children's experiences in the setting. Safety has been improved and children also have a more inviting book area to use. Additional equipment is benefiting children, for example, the computer work area is now utilised more by them as it is a very child friendly area. Staff show a strong commitment to continually improving the provision for children although do not currently have an ongoing and systematic way of reflecting on practice and identifying areas for future development. Staff appraisals are carried out regularly and staff attend some training courses to improve their skills and knowledge.

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

Children happily leave their parents and self-register when they enter the setting. They show a strong sense of belonging as they quickly find their favourite activities and settle down to play with their friends. A popular activity is the dough table where they readily chat to each other about what they are making with the different tools. They use the cutters and scissors skilfully and safely as they make different shapes. They count and talk about the shapes as they play, showing they are developing good numeracy skills. Other children excitedly join an adult playing a number game. They develop good social skills as they wait patiently to take their turn at this activity and when using the laptop. Children play well together and learn to problem solve when playing with construction sets with friends.

The room is set out well for the children as it enables them to move safely and freely between the different play areas. They can independently access most toys and resources and have the opportunity to make further choices using the photo resource book. Children have fun and are well occupied. They take part in a number of activities that help them develop a good understanding of diversity. Children develop the skills they need for future learning as they independently explore and investigate. They love to explore the toy mini-beasts using the magnifiers. They confidently talk about their size and what they look like with adults. When they go outside to play they have fun looking for the real insects together. Children learn about growth as they help to plant and care for the vegetables and flowers in the garden.

Staff plan effectively for each child by making good use of the observations and ongoing assessments they have recorded. They ensure that every child is suitably challenged and helped to make further progress in their learning and development. Staff show they are skilled at interacting with children to promote their learning as they play. They use good open-ended questioning to help promote children's language skills and encourage them to express their own ideas. As a result, children become very confident speakers. They respond well to adults and form good relationships with them. They show they feel safe and secure as they

approach them for help and to find out what they are doing. In group times, they are encouraged to listen to each other. Children show they are learning the link between sounds and letters as they confidently call out words beginning with a certain letter.

Children develop healthy lifestyles as they thoroughly enjoy the opportunities they have to play outside. They like to dig and explore in the sand, play on the trikes and play with the footballs. They learn to use their bodies in different ways as they run around and climb the big equipment. Children develop healthy eating habits as they enjoy fruit and raw vegetables. They spread their own piece of bread using knives safely. Children adopt good hygiene practices through everyday routines.

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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