

# Overton Pre-School

Inspection report for early years provision

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**Unique reference number** EY268158  
**Inspection date** 24/05/2011  
**Inspector** Fiona Robinson

**Setting address** Overton C of E Primary School, Court Drove, Overton,  
Basingstoke, Hampshire, RG25 3ES  
**Telephone number** 01256 773327 or 01256 770370  
**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

Overton Pre-School was registered in September 2003. This is an extension to Overton Pre-School Playgroup, which has been based in the community centre since 1974. The pre-school meets in a classroom within the village school. There is ramped disability access to the building. All children have access to the playground including climbing equipment, playing fields and a wooded area which is set within the school grounds. The pre-school provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The pre-school may care for no more than 18 children aged from three to eight years at any one time. There are currently 90 children on roll, of whom, 70 are in receipt of funding. It is open during term time only on Mondays to Fridays between 8.45am to 11.45am and, from 12.15pm to 3.15pm. A lunch club operates from 12.15pm to 12.45pm. Children attend from the local and surrounding areas for a variety of the sessions on offer at both sites.

The pre-school is run by the same committee as the pre-school playgroup based at the community centre. The same staff are employed at both settings and up to four staff members work with the children in the pre-school. The supervisor and deputy lead alternate sessions at both sites. Two full-time and eight part-time staff are employed in total. Of these two members of staff hold a National Vocational Qualification (NVQ) at Level 4; five have Level 3; and three have Level 2. The pre-school receives support from an advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children achieve very well in a stimulating environment and are fully included in interesting, well-organised activities. Staff take into consideration their individual needs and interests and ensure children benefit from excellent, innovative resources that significantly stimulate their self-motivation for learning. There are outstanding links with parents, the host school and community, and information is shared very effectively. The manager and staff have a very clear understanding of the pre-school's strengths and areas for improvement, and there is an outstanding record of continued improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop further the use of technology for children to record and celebrate their experiences.

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

Staff safeguard and promote children's welfare extremely well and have an outstanding knowledge of safeguarding and child protection issues. They ensure comprehensive policies and procedures are fully implemented and undertake rigorous risk assessments of the indoor and outdoor environments and equipment. There are robust staff recruitment and vetting procedures in place to check the suitability of adults having contact with the children. Staff and parents have a very secure knowledge of the rigorous procedures in place for the collection of children and involve them in the registration process. Fire evacuation procedures are practised regularly so that staff and children are familiar with the routine. The pre-school is very well led and managed and staff demonstrate high levels of dedication and commitment and regularly access training to enhance their qualifications and expertise. There are excellent self-evaluation systems in place which ensure that improvements have a very positive impact on the children's experiences. The committee and staff work purposefully together and value the views of parents and children. Excellent team work ensures consistency for children and significantly benefits their learning and development. Excellent progress has been made in addressing the recommendations of the previous inspection. Staff promote equality and diversity to an outstanding level and ensure children are integrated very well. Parents read traditional stories in their home language such as Russian and French and children are delighted to receive postcards from Poland. This encourages all children to value diversity and excellent support is provided for children who speak English as an additional language. Staff make very effective use of an excellent range of resources to meet the needs of the children, such as the toolset used for role play in the hardware shop. Staff regularly monitor their activities and set challenging targets for the children. They have a very clear idea of areas of development, such as resources for the outdoor area, and provide excellent support for children with special educational needs and/or disabilities.

Partnerships with parents and carers are outstanding. They say their children enjoy attending the pre-school because staff have created a wonderful, purposeful environment in which children can flourish and learn. Parents and carers are very well-informed of their children's achievements and progress. Staff regularly share the children's records of progress in the 'Learning Journeys' with parents and carers. They are actively involved in supporting their child's learning and development because the home learning board and workshops keep them well-informed of activities that can be completed with the children at home. They receive comprehensive information through informal discussions, the parents' notice board, newsletters and the website. There are excellent links with the community and parents and carers are very supportive of fundraising events such as the Spring Fayre and Treasure Hunt. The relationship with the host school is outstanding and children experience a smooth transition into full-time education. For example, children attend regular story sessions and special performances held at the host school. Staff work extremely closely with outside agencies and other professionals and provide excellent support for children with special educational

needs and/or disabilities.

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

Children benefit from a wide range of stimulating and interesting activities and play experiences. The setting ensures that regardless of their backgrounds or beliefs, that all children make similar excellent progress towards the early learning goals. They learn through their chosen play and staff provide excellent interaction and support. Staff value the children's ideas and interests and include these in their planning. There is excellent reflective practice and staff skilfully use the information to plan the children's next steps in learning. Themes such as 'The Smartest Giant in Town' and 'Spring' result in colourful displays which make the environment bright and welcoming.

Children relate very well to each other and quickly settle at chosen activities which cater for their diverse needs. They have excellent relationships with staff and their peers. They behave extremely well because staff are outstanding role models with very clear expectations. They are extremely confident and have high self-esteem as they receive praise and encouragement from staff. They ensure that children have equal opportunities to use the range of resources available. They are aware of the agreed rules at circle time and actively participate when it is their turn. They also share resources sensibly, such as the computer, and show an awareness of the listener as they interact with each other. Festivals such as Diwali, Christmas and the Chinese New Year enrich children's understanding about the wider world and the differences that exist between communities.

Children develop an excellent understanding of keeping healthy and safe. They make healthy choices at snack time from a variety of healthy options such as fruit, vegetables, hummus and pitta bread. Children have access to water or milk throughout the day and know why they need to drink. They develop their physical skills extremely well as they climb and balance as they explore the activity trail in the outdoor environment. They feel very safe and secure and behave in ways that are very safe for themselves and others. For instance, they use tools very safely when making models and preparing fruit salads. Children benefit from talks and activities to support their understanding of safety, such as road safety role play, and fire safety. They respect the one way system when riding their bikes and pedalled vehicles.

Children enjoy a wide range of stimulating and interesting activities and achieve very well. They are encouraged to initiate their own activities and independently select resources. Their communication, language and literacy skills are developed very well through listening to the story about the hungry caterpillar. They eagerly identify how much fruit he eats and talk with great understanding about the lifecycle of a butterfly. Most children can count and recognise numbers up to twenty and beyond and recognise two-dimensional shapes. They enjoy going on bear hunts in their wooded area and searching for insects and snails in their outdoor area. They tunefully sing songs such as 'Nine Different Bottles Sitting on a Wall' and through play demonstrate their ability to problem solve, count and reason. They skilfully write their names and make appointments for the children to visit the doctor's surgery. Their creative skills are developed well as they create

colourful collages and models of rockets. They confidently use the computer to complete simple programs. Opportunities for children to use the computer and technology are welcomed; however they do not make full use of the digital camera to share their experiences with others. Overall, children are prepared very well for their next stage in learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met