

3-2-5 Preschool

Inspection report for early years provision

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EY285836

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Inspector

Catherine Sample

Setting address

Burghclere Down Community Centre, Berry Way, Andover,
Hampshire, SP10 3RZ

Telephone number

07944 220 280

Email

belcher.sarah@virgin.net

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

3-2-5 pre-school has been registered since 2004. It operates from Burghclere Down Community Centre in Andover, Hampshire. There is a fully enclosed area for outdoor play. The pre-school is open each weekday during term-time from 9.15 am to 1.00 pm. Within these times children can attend for different sessions.

The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of 30 children. There are currently 44 children on roll. The pre-school supports children with learning difficulties and/or disabilities.

The pre-school employs seven members of staff, all of whom hold an appropriate early year's qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish attending this stimulating pre-school. Their care and learning is prioritised by the dedicated staff who ensure that they are safe at all times and are developing key skills for the future. Children's unique needs are met highly effectively due to successful partnership working with parents and other agencies. Staff ensure that all children are fully included in the setting and given the support they need to reach their individual potential. They demonstrate a strong commitment to evaluating their practice and identifying areas for further improvement. This enables them to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further parents understanding of the importance of valuing linguistic diversity to ensure a shared approach to supporting children who speak more than one language.

The effectiveness of leadership and management of the early years provision

Staff are well-trained, enthusiastic and morale is very high. They work highly effectively as a team and the manager regularly reviews their performance to ensure their continued suitability and individual professional development. They are fully involved in monitoring and analysing the provision and use feedback from parents and children to help them in this process. This allows them to devise

exceptionally well targeted plans to improve outcomes for children. Children thrive as a result of the learning environment. They relish the free flow play between the indoor and outdoor areas which allows them to make choices about how and where they want to play and learn. They use attractive and sustainable resources, such as wooden sand and water play centres, and also enjoy playing with objects such as large cardboard boxes. Staff are currently developing specific areas with tepees to further encourage children's communication skills. Safeguarding children is paramount. Staff have a comprehensive awareness of safeguarding issues. They have all attended training and there are child protection officers on both the staff and the committee. The pre-school has comprehensive safeguarding policies and procedures and has recently added one on children's rights to further protect them. Extensive recruitment and vetting procedures ensure that staff are suitable to work with children.

Staff and parents enjoy a productive relationship. Parents are kept very well informed about all aspect of their children's achievement, well-being and development. Staff are available to chat to them on a daily basis and parents are offered regular meetings with their child's key person. Staff give parents ideas of how they can support their children's learning at home, for example, by looking for objects to bring in that are linked to the rhyme of the week. They are actively encouraged to contribute to their children's learning journeys which ensures that they are fully included in their learning. Staff also enjoy highly effective working relationships with other services and providers. They have well-established channels of communications with agencies, such as the speech and language therapists and health visitors. They also have excellent links with the school that the children usually feed into and with other local settings. This ensures a shared approach to children's care and learning.

Staff know children's individual needs extremely well and take highly effective steps to ensure that all children are fully integrated. The special needs coordinator works very closely with parents and other agencies to ensure the requirements of children with additional needs can be successfully met and the pre-school has a ring fenced budget to support individual children. Parents give particularly positive feedback about the way in which staff have supported their children's individual needs, such as developing strategies to manage their behaviour and developing their communication skills. Children are learning about the society in which they live and the wider world. There are positive images of diversity all around the pre-school showing children with different skin colours and with disabilities. There are also plenty of multicultural toys and resources, such as a wheelchair and Zimmer frame for dolls in the home corner. Staff access support from the Ethnic Minority and Traveller Achievement Service when they care for children who do not speak English as their first language. They have good ideas of how to support children who speak more than one language, such as using and displaying words in their additional languages. However, parents do not fully understand the importance of valuing linguistic diversity which sometimes hampers staff's ability to implement these.

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

Children display a strong sense of security within the setting. They confidently move between the main hall and the outdoor area and happily go in to fetch their coats if they are cold. They show an excellent understanding of what standards of behaviour are expected and confidently discuss the golden rules, such as not running unless they are outside on the grass. This helps them to keep themselves safe. They are learning to assess risk as they talk about what they need to do before they cross the road and discuss why they need to walk on the inside of the pavement. They show an excellent understanding of healthy eating as they talk about which foods will make them big and strong and how they need to drink a lot. They also talk about why they have to wash their hands before they eat and the provision of portable sinks indoors and outside ensures that they can always access running water to do so. They have innovative opportunities to engage in physical activities, such as a triathlon event, which helps them learn about the importance of exercise.

Children display extremely high levels of confidence and self-esteem. They chat confidently to adults and work very well with their peers in activities, such as building a train track. Most settle well and those that are new and unsettled are supported very well. They work extremely well independently and can focus on self-chosen activities, such as drawing, for extended periods of time. They are developing an excellent awareness of differences as they play with varied toys and books that show positive images, such as children from around the world. They play a full role in the pre-school. They are asked to give regular feedback and staff take account of their ideas and interests when they plan activities and draw up action plans for the future. Children are involved in raising money for the pre-school by taking part in a sponsored triathlon and chat about how they will choose new toys with the money they raise.

Children thoroughly enjoy taking part in a stimulating balance of activities. They have completely free access to all resources and play areas which allows them to make choices and initiate play. They confidently decide what to do and interact particularly well with one another as they take part in joint activities, such as playing with different containers and utensils at the water tray. They have excellent opportunities to develop their physical skills as they use various different apparatus, including balance beams and space hoppers. They freely explore different creative materials and musical instruments which allow them to give their imaginations free rein. They also explore natural materials, such as shells, pebbles and sponges and are growing herbs and sunflowers. They are developing excellent skills for the future. They use a wide variety of technology, including a computer, digital camera and remote control bug. They have free access to a varied range of mathematical toys such as balance scales, puzzles and games. They confidently count their fingers and talk about how many will be left if they take one away. Most are confident speakers and those who have speech and language difficulties are supported highly effectively. Staff use signing and visual prompts to help children communicate and the special needs coordinator does small group work with them too. Children chatter animatedly and staff encourage them to talk about

what they are doing. Staff make frequent observations of children's progress and use this information to plan for each one's next steps. This ensures that each child's unique learning needs are fully catered for.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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