

The Horseshoe Community Pre-School

Inspection report for early years provision

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Inspector Teresa Elkington

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

The Horseshoe Community Pre-school has been established since 1974. It is a non-profit making registered charity, managed by a parent committee and serves the local community. The pre-school operates from the Community Youth Centre, in Banstead, Surrey. Children have access to a large sports hall, a small room for quiet activities and an enclosed outside play area.

Children attend from the local and surrounding community. Opening times are five mornings per week from 9.05am to 12.20pm, with additional sessions being available for some afternoons, at certain times of the year. A maximum of 26 children may attend the pre-school at any one time.

The playgroup is registered on the Early Years register. There are currently 37 children, aged from two to four years, on roll. This includes three and four-year-old children who receive funding for nursery education. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

A team of eight staff work with the children. Of these, six staff hold recognised early years qualifications, with one embarking on a recognised course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's uniqueness and individuality is recognised and managed well, by an enthusiastic and dedicated staff team. Overall, children engaged in a range of stimulating play experiences, which support their learning and development. Most of the required documentation is well maintained. Strong links with parents and other professionals enable a child-centred approach to care and learning. The settings clear systems of self-evaluation enables the staffing team to reflect on the strengths of the setting, and set well targeted plans for future development. This helps to ensure children benefit from continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the organisation of snack times to encourage children's independence
- consistently inform parents of accidents or injuries sustained by the child, whilst in the care of the providers, and any first aid and treatment given.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the safeguarding children policy. They know the procedures to follow if they were concerned about a child. Robust recruitment procedures ensure that children are only cared for by suitable persons. Clear systems enable staff to provide a safe environment for the children, through the use of risk assessments, which are supported by daily visual checks of the setting. Policies and procedures which underpin the smooth running of the setting, are regularly reviewed and made available to parents. Most of the required documentation is in place. However, accident records are not consistently maintained. For example, on two occasions, accidents did not include parental signatures to acknowledge the accidents.

The setting has a strong commitment towards continuous improvement. This is supported through the use of self-evaluation, enabling the staff team to devise well targeted plans for the future development of the setting. The professional development of staff is well supported, with staff updating their knowledge and skills, through workshops and short courses and the completion of appropriate early years courses. Staff work effectively together to provide consistent opportunities for children, to achieve and maximise their individual potential. Children benefit from the highly experienced and committed staff team, who are fully supportive of children's learning at all times. This enables them to receive positive outcomes, throughout their play experiences. The good organisation of available space and resources, enables children to independently explore their play and learning environment both indoors and out, enabling all children to become young and inquisitive learners.

The setting forms positive working relationships with parents. This enables the key workers to develop a sound understanding of the needs of the children in their care, their backgrounds and their learning and development. Clear information is sought from parents, which provides a firm foundation to build upon children's starting points. Parents are kept well informed of their children's efforts, achievements and progress, through the effective channels of communication that are in place. For example, through the use of verbal communication and regular consultation sessions with key workers.

Children with special educational needs and English as an additional language, are supported well. Links have been fully established with specialist support workers and other agencies, which enables a positive approach to promote continuity of care. This ensures that children's individual needs are recognised and met. Children access a fully inclusive setting, where they learn about equality and diversity at a level that they are able to understand. For example, through discussions, activities, resources and visits from members of the community.

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

Children make good progress across all areas of their learning, as they independently access an appropriate range of learning opportunities. The setting gathers a range of information about children, to ascertain their starting points. These are supported by well developed systems of observation, to ensure that children's progress is fully understood, and effectively planned for. Staff pay close attention to children's individual interests, as springboards for their learning and play experiences, enabling children to become active and inquisitive learners.

Children enjoy a bright and welcoming environment where their own work is effectively displayed, providing a sense of belonging for all. They independently select their own resources, which enables them to follow their own interests and desires. Independence is generally encouraged. However, the organisation of snack time interrupts children in their play, as they are not able to decide when they would like to prepare and enjoy their snack. Children move with ease and confidence in all areas that are available to them, showing that they are fully engaged and eager to participate in all that is available to them.

Children are confident, friendly and develop good social skills. Consequently friendship groups are well fostered and behaviour is good. They demonstrate a positive attitude to each other, as they share ideas and resources and include each other in their play. They show cooperation and a willingness to participate. For example, as they use the sand timer to alert them that others may be waiting for a turn, and as they help each other in finding resources, so that constructional creations can be successfully completed. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions, as well as their own.

Children develop a keen understanding of the importance of good health. They enjoy a range of healthy snack options at snack time. They receive daily fresh air and exercise, through the free-flow system that is in place. Children develop good personal hygiene routines, as they independently wash their hands prior to eating their snacks, and also after visiting the toilet. They show a growing understating of the need to protect themselves from infection, as they select their own personal towels for the drying of hands. Children respond to their bodily needs well for example, they help themselves to drinking water when they are thirsty. They enjoy many opportunities for developing the use of the large and small muscle movements, through a range of activities both inside and out. For example, they show care and dexterity as they use wheeled toys, and as they use a range of small tools as they cut and shape the play dough.

Children show skill and perseverance, as they use the computer with age appropriate games. For example, they explore and use number games, helping them to develop their awareness of mathematical concepts. They plant and nurture a range of vegetables in the garden, which they then harvest and prepare in readiness for tasting. Children's understanding of the written word is supported well. They use emergent writing as they develop their awareness of the written

word, and they enjoy looking at books, both as a group and independently. Their creative flairs are developing well; they paint and draw using a range of resources, and take pride in the pictures that they have created, both as individuals and as a group. They explore and use a range of objects to create forms of abstract art, and use their own hand prints to recreate famous paintings of well known artists. They show delight as they play in the role play area, allowing them to act out familiar scenarios in their own lives and explore their own fantasies and imaginations. These positive early experiences provide children with a good start in life, to enable them to develop the skills needed for their future success.

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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