

Coldharbour Pre-school

Inspection report for early years provision

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Inspector Tracy Bartholomew

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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

Coldharbour Pre-school opened in 1982 and operates from three rooms in a purpose-built children's centre. The building is situated next to Coldharbour Combined School in West Bletchley, Milton Keynes. A maximum of 66 children may attend the pre-school at any one time, of whom no more than 20 may be under three years. The pre-school is open each weekday from 8.50am to 12.50pm term times only. All children share access to a secure enclosed outdoor play area. There are currently 88 children on roll in the early years age group between the ages of two and five. The pre-school receives funding for nursery education. Children come from a wide catchment area. The pre-school supports children with learning difficulties and/or disabilities and children who have English as an additional language. The pre-school employs 12 staff and three relief staff. The manager and most staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and make good progress overall in their learning and development. They have developed close trusting relationships with the staff and are secure in their company and that of their peers. A good range of documentation is in place to support the children's welfare. The supervisor and committee team work well together. They are taking suitable steps to reflect on their practice, identifying most strengths and weaknesses within the pre-school. The well-established team of staff work hard to sustain the provision of good quality care.

What steps need to be taken to improve provision further?

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

- organise staffing arrangements to meet the children's individual needs, with particular regard to enabling all children to make further choices at snack time
- give as much opportunity as possible for children to move freely between indoors and outdoors.

The effectiveness of leadership and management of the early years provision

The management team and staff work closely together to ensure that children are safeguarded well. The majority of staff have a good awareness of their responsibilities and their duty to safeguard children. There are clear procedures in

place, which enable the group to act in the best interests of the children if a child protection referral is needed. Risk assessments are undertaken on all areas of the premises and staff ensure that these are effective, by undertaking daily assessments before the children arrive. As a result, all potential hazards are minimised, and the premises are secure. A detailed range of policies and procedures are in place and these include all required documentation to support the daily management and practices of the setting.

The group makes suitable use of the self-evaluation process and staff reflect clearly on their practice, taking on board all recommendations from the previous Ofsted inspection. The staff have a good understanding of the pre-school's strengths and have put together action plans to address the purchase of new equipment and staff training. The supervisor has clearly identified the need to enhance the way staff reflect on their practice. She has been pro-active in seeking help and sourcing publications to enable her, the staff and committee to comprehensively review their daily practices.

The key person approach is well implemented throughout the setting, which as a result maintains the children's well-being. All staff have a good understanding and awareness of how to promote equality and diversity. Planning stems well from children's interests and promotes and extends their learning and development well overall. However, at times, the individual needs of some children are not met, for example, when they express a desire to play outside. This limits their freedom of choice. Nevertheless, staff know each child very well and work with parents and other practitioners to meet their differing individual needs, whilst promoting inclusive practice. Children with special education needs and/or disabilities have their individual needs well met. The Special Educational Needs Coordinator has attended a good amount of training and works well with various agencies to support children's personal needs.

The group has very good relationships with parents and carers. They are regularly updated on their children's achievements and staff ensure that general information is consistently shared. The staff regularly ask parents and carers for their views and are developing methods to involve parents with their children's learning journeys. Staff have a sound awareness of how to build partnerships with others, they have good links in place with relevant professionals and work well with the local schools. Children have access to a wide range of resources both inside and outdoors. Staff regularly rotate the selection on offer to provide the children with sufficient challenge and variety.

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

Children are settled and secure. They arrive confidently and are eager to explore the wide range resources available. They understand the routines of the pre-school well, separating into their groups for adult initiated session times. Children have clearly formed good relationships with their peers and enjoy the free flow activities, which help them to further develop these friendships. Planning is used

well to engage and extend children's interests. The ethos established in the creative room, clearly allows the children the freedom to express their ideas and interests. As a result, children are provided with a wealth of opportunities to develop their imaginations through arts and crafts.

The group manages the key person approach very well and children form close links with their key person. These relationships give the children the confidence to try new things and go off and explore, such as peddling a tricycle with support and then going on to do this on their own. Staff in all areas are skilled and understand when to stand back and allow children space to develop their ideas. The children often invite the staff to become involved in their role-play and all are absorbed in their play. Children play a dynamic role in their learning and are keen to offer their ideas. When listening to a story they will discuss what might happen next and why. Due to these experiences, all children are making good progress in their learning and development.

Children gain a clear sense of being part of a community and fund raise by undertaking sponsored events for charities. Staff interact effectively with all children, they are skilful at observing the children and assessing if the children need support in their play. They encourage their learning in all areas as they support them throughout their development. They introduce counting, colour and shape recognition while children are creating patterns on a peg board. They encourage children to talk about all their games and the pictures they create. Children's ideas are valued and their work is included in displays. Various methods are used to monitor and assess children's achievements and staff know where to focus and plan their support to challenge the children well.

Children demonstrate a clear awareness of safety issues and understand how to help keep themselves safe. This is evident, for example, as they act out road safety issues when playing outside on the wheeled toys. Fire drills are regularly practised and the procedure is planned for different children to ensure that all are included. Children's good health is promoted successfully. They enjoy nutritious snacks and have good opportunities to learn about the importance of healthy eating. However, not all staff fully understand the routine for snack time, which means that some children miss opportunities to return to the main snack table and choose more food. Regardless of this, the staff are extremely vigilant in ensuring children develop good hygiene habits, as a result, children's health is well maintained. Children are extremely confident and competent in communicating their thoughts and benefit from the high quality support they receive. All children show a strong sense of security within the setting and as a result, their behaviour is good.

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

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