

Come and Play Pre-School

Inspection report for early years provision

Unique reference number EY242907
Inspection date 14/07/2011
Inspector Aileen Finan

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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

Come and Play Pre-School registered in 2003. It operates from two rooms in the Methodist Church Hall in Hazlemere, on the outskirts of High Wycombe, Buckinghamshire. The pre-school serves children living in the local area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is registered to provide care for a maximum of 24 children from two years of age to the end of the early years age group. Of these, no more than 16 may be under three years of age. There are currently 44 children in the early years age group on roll. The pre-school is in receipt of funding for nursery education for children aged two, three and four years. Children attend a variety of sessions throughout the week. The setting supports children with special education needs and/or disabilities and children for whom English is a second or additional language. The pre-school opens five days a week during school term times. Morning sessions are from 9.15am to 12.15pm. Afternoon sessions take place each weekday, except for Mondays, from 1.15pm to 2.45pm. Each lunchtime a session runs from 12.15pm until 1.15pm. There are five staff working with the children, all of whom hold appropriate childcare qualifications. The setting receives support from the local authority and is part of the Buckinghamshire Quality Assurance scheme. Children have access to a well planned outdoor area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The good quality of the provision overall, means that children's welfare and learning needs are well promoted. There are established and effective links with parents and carers, which enables most children to develop well in relation to their starting points. Staff have a good understanding of the uniqueness of each child and support their individual needs effectively. Self-evaluation processes are clear and effective steps have been taken to improve practice. The pre-school demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance further the opportunities for all children to explore the meanings and sounds of new words, link sounds to letters and extend their vocabulary according to their stage of development.

The effectiveness of leadership and management of the early years provision

Highly robust arrangements are in place to safeguard children. All staff take part in regular safeguarding children training. There are strong links with other agencies. Extensive recruitment procedures are in place, although most staff have been employed for many years. Fire drill procedures are practised each half term and risk assessments are carried out effectively. All staff are given responsibilities to check and update assessments. Staff explain safety concepts to children and enhance their independence. For example, they show them the correct way to use scissors or invite them to help with small tasks to increase their self-esteem and confidence. The safeguarding policy has recently been updated to reflect current requirements and high ratios of staff help to ensure that children are kept safe. Staff fully understand their responsibilities to act upon any concerns they have for children. Procedures linked to the 'lost child' policy are practised prior to trips out.

The leadership and management team constantly communicate high expectations of staff and all recommendations set at the last inspection have been met. Activities and daily practice are evaluated well and progress is shared with parents, for example, through questionnaires. This in turn allows for realistic but challenging targets to be set to secure ongoing and continuous development.

The pre-school is managed well and excellent use of appropriate resources and the indoor and outdoor environments mean that children make good progress overall in relation to their starting points. The pre-school is well suited for its purpose and therefore, is conducive to learning. Staff are deployed exceptionally well to meet the needs of the children and all staff actively promote equality and diversity. Effective steps are taken to identify any gaps in children's learning and all children have individual learning plans. Any need for additional support is identified and acted upon well. Partnerships with other professionals are effective and well established. This includes links with the local authority and speech and language therapists as well as with local feeder schools. There is a highly positive relationship with parents, who are actively involved with their children's development. An extremely good range of two-way information is shared, for example, through regular meetings, open days and website information. The excellent links forged with parents help to invite their views and suggestions and keep them well aware of their children's achievements.

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

Children are happy and safe at pre-school. They are making good progress towards the early learning goals in all areas of learning due to staff understanding their backgrounds, likes, dislikes and current interests. Planning is completed with topics for all children but is individually adapted for each child. Children have warm bonds with the staff who look after them. They are motivated to learn through a broad range of activities and most are active and curious in their learning. Staff

have a good understanding of children's starting points. Observations are well assessed and evaluated and therefore, inform staff effectively of children's next steps. Children's progress is shared with parents who have appropriate input to help their child develop further. Transitions to school are supported well and children's development records and termly progress reports are shared. Recently a school teacher visited the pre-school and children talk warmly about the visit.

Children have fun. There is a good mix of adult-led and child-initiated activities, which cover all six areas of learning. Staff have a strong understanding of the Early Years Foundation Stage framework. Staff ask children a mix of open and closed questions about what they are doing and children are therefore, confident as they play and respond. There are formal group sessions, which allow children to understand their routines and provide time for more structured learning. The structured activities help children to develop their early literacy and language skills and develop important skills for the future. However, general opportunities to help children practise linking sounds and letters are more limited. The hall is set up well with a range of activities and children move freely from one activity to another. Staff are effectively deployed which enables them to move around and provides opportunities for children to play in small groups or individually. As a result, children gain good support from the people caring for them.

Children feel safe and secure. They understand the routines of the day and trust the staff who look after them. They develop a sense of belonging in their pre-school and demonstrate a good understanding of safety as they play. Children understand about healthy lifestyles and good hygiene practices. They know to wash hands before taking part in cookery activities, before snack time and after using the toilet. Snack time is very sociable. Children sit in groups and staff make good use of opportunities, such as, asking a child how many boys and how many girls are at the table. They also help children to understand the importance of drinking more when they feel hot. Outdoor play is well set up and covers all areas of learning, which consequently means that children have fun. The area is partly covered so children can play outdoors in inclement weather. Children enjoy the role-play area set up as a shop, the tent for reading books, looking at mini-beasts through magnifying glasses, being energetic on the sit on cars, scooters and climbing frame. They also love to play in the sand pit, engage in water play and in particular enjoy playing with the working toy cement mixer. Children behave well. They demonstrate a willingness to join in and learn. Children sit in anticipation of stories read through interactive story sacks; and understand the need to share and take turns. Therefore, they all easily make friends and play well together. Children respect one another and their environment. Children are developing skills for the future by being offered opportunities to think independently. There are many mark making opportunities and communication technology resources. Further opportunities to learn about their community and wider world stem from visits to the local library and visits from fire fighters and the police force.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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