

The Jubilee Pre-School

Inspection report for early years provision

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Inspector

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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

Jubilee Pre-school was registered in 2004 and operates from the Trinity centre in Wallington, Surrey. The setting uses the main hall in the centre, but also has access to one of the church creche rooms to work with older children. A secure paved area is used for outdoor play.

The pre-school is open Monday, Tuesday, Wednesday and Friday 09.30am to 12.00pm term time only. The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 20 children aged from two to eight years. Currently there are 27 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 is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

There are four members of staff, three of whom hold appropriate early years qualifications. The Pre-School receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming setting where the staff team know them well and acknowledge them as unique individuals. Therefore, children are settled and enjoy their time with both adults and peers. The established partnerships with parents ensure staff have a good knowledge of children's individual needs to ensure they are continually supported. The pre-schools capacity to maintain continuous improvement is good. Through the use of self-evaluation practitioners are able to reflect on current practice and demonstrate a good capacity for improving what is offered to children.

What steps need to be taken to improve provision further?

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

- develop further the regular two-way flow of information, knowledge and expertise with other early years settings and schools that children attend
- maintain policies and procedures required for the safe and efficient management of the settings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because all practitioners have a good understanding of safeguarding and child protection issues. Comprehensive policies and procedures are fully implemented to ensure children's safety in the indoor and outdoor areas. Written risk assessments and daily visual checks are conducted to identify and minimise hazards to ensure the environment is safe for children. Fire evacuation has been practised to ensure that all children are familiar with the routine. These robust measures help safeguard children's welfare. All the required documentation for the safety and well being of the children is in place and the policies are shared with practitioners and parents. However, some require updating such as the regulators address and telephone number in the complaint policy. The management team has a clear vision for the future of the pre-schools and has identified areas for improvement through the use of self evaluation. This positive approach reflects the pre-schools commitment to drive and secure improvement. Practitioners are committed to ensuring all children are welcomed and included and provide good opportunities for them to learn and develop. They work together to ensure the pre-schools is well organised and operates efficiently on a day-to-day basis. They are clear about their roles and responsibilities and deploy themselves well. Children play in a spacious and welcoming hall where resources are arranged and presented to children to promote their all round learning and development. Parents and practitioners have a good working partnership that ensures key information is shared between them. Parents are kept fully informed about their children's routines and the EYFS, via a notice board in the reception area, regular newsletters and daily discussions with practitioners. They have opportunities to meet with their child's key person and discuss their child's welfare and learning. Parents report they are happy with the care their child receives and the progress they make. Children's individual profiles are available for parents to take home and read. However, effective partnerships with schools and others providing early years care and education are not fully developed to prepare children for transition from one setting to another. The pre-school is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language. Good links are established with external agencies to ensure that children's specific individual needs are highlighted and met by practitioners.

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

Practitioners have developed strong and caring attachments with the children. Children are happy, confident and settled and receive good levels of support with their learning and development. As a result, children feel safe and secure in the setting. Practitioners have a developing knowledge of the Early Years Foundation Stage (EYFS) and provide a range of activities based on children's interests and individual levels of attainment. Practitioners carry out observations which help them to get to know children better. They then use these to plan for the next steps in children's learning.

Children are provided with a wide range of activities and resources which enable them to make good progress in all areas of their learning. Younger children thoroughly enjoy completing puzzles happily working alongside each other. They became excited when they identified a puzzle piece and remained focused at this activity for sometime. Practitioners encourage older children to identify size and shape and express their thoughts and ideas when constructing. Opportunities for children to become familiar with text in a variety of forms are evident everywhere from the books available to read, to the posters and labels displayed both inside and out. Children enjoy listening to stories and are able to concentrate well in a group situation; they sit attentively and are eager to contribute completing phrases from well-known stories. They explore dry sand, letting it trickle through their fingers describing the texture and how it feels. They giggle as they push boats under the water and watch them pop back up to the surface. Consequently, discovering items that float in water.

Practitioners are supportive of children's play; they are on hand to guide and direct, and make use of open-ended questioning to encourage children to extend their thinking in their chosen activities. Children confidently express and communicate their thoughts and ideas for example when discussing the importance of brushing their teeth within the current topic of health and hygiene. Children confidently remind the practitioner that you clean your teeth with toothpaste and then gargle with mouthwash. The practitioner thanks the children for their contribution. In addition, children enjoy a visit from the dental hygienist to help them consolidate their thinking. The pre-school also actively encourage visits from the local community police officer. This provokes lots of discuss on people that help us within our local community and how to keep safe. Children enjoy the use of computer programs and programmable resources thus developing their skills in technology.

Children have good opportunities to learn about the diverse society in which they live and value differences. They celebrate a variety of different cultural festivals to gain an understanding of varying cultures and beliefs. They access a suitable range of resources throughout their daily play which increase their awareness of gender, culture, disabilities and learning difficulties.

Children are taught the importance of keeping themselves safe and healthy. They know that they must wear appropriate clothing when it is hot outside. For example, they put on sun hats before going outside in hot weather and discuss that they applied sun cream before coming to playgroup. Children demonstrate that they feel safe in the playgroup. For example, they confidently seek out reassurance from practitioners and move confidently between their chosen activities. Children's independence and choice is promoted as they make their own decisions as to when they want their snacks. They confidently identify then place their name in a box to indicate they have eaten. Snacks are healthy as they consist predominately of fresh fruits, milk and water. This demonstrates to children the importance of adopting healthy lifestyles. They follow good hand washing routines when visiting the toilet which helps to minimise the risk of cross infection. 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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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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