

# Greyfriars Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	511532
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Lorraine Sparey
<b>Setting address</b>	Greyfriars Community Centre, 44 Christchurch Road, Ringwood, Hampshire, BH24 1DW
<b>Telephone number</b>	07852 342312
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## **Description of the setting**

Greyfriars Pre-school opened in 1961, it is community based and run by a committee. The group operates from Greyfriars Community Centre in the centre of Ringwood and serves the local community and outlying rural areas. The group has access to the Ebenezer Hall, the foyer, toilet and kitchen facilities and a secure outdoor area is available for outside play.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 83 children on roll, 54 of whom are in receipt of nursery education funding, and all of whom are in the early years age group.

The group offers sessional care in term time only and are open at the following times:

09.15 to 11.45 Monday to Friday, 12.30 to 15.00 Monday to Friday and Monday and Friday toddler sessions 13.15 to 14.45. Children attend a variety of sessions each week.

There is a team of nine staff who worked directly with the children; all staff are qualified in early years. The group works closely with the local schools and is a member of the Pre -School Learning Alliance.

## **Overall effectiveness of the early years provision**

Children are motivated in their learning and are eager to participate in the broad range of activities and play opportunities. Staff are skilled at encouraging children to problem solve and follow their interests. The management and staff implement effective procedures to ensure that all children's individual needs are recognised and met. They have recently undertaken an inclusion questionnaire with parents and have taken action on the responses received. Management and staff are very committed to providing high quality care and education and continually monitor and evaluate the provision to maximise children's learning opportunities.

## **What steps need to be taken to improve provision further?**

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

- ensure that the risk assessments identify all potential hazards and any action taken to minimise risk to children
- further develop systems to liaise with other settings that the children attend and formalise procedures to enable parents to share information on their children's progress to ensure a cohesive approach to maximise children's learning.

## **The leadership and management of the early years provision**

Staff develop positive relationships with parents and carers. They actively involve parents in their children's learning through various methods such as discussion, parent consultations where they view their children's profiles. Additional time is offered to talk to their child's key person and share information about their child's progress at home. There are some procedures in place to work in partnerships with other settings that children may attend. However, these are not fully effective because they are very informal and there is no clear approach to sharing children's progress to ensure that their learning is maximised.

The setting has devised some effective procedures to monitor and evaluate the provision. An anonymous 'inclusion' questionnaire provided parents and carers with opportunities to put forward ideas and suggestions about the preschool. As a result 'Information Weeks' are held termly to develop parents' understanding of relevant subjects, such as how staff promote children's learning and how activities link to the Early Years Foundation Stage framework. Staff use cluster meetings and visits from the Early Years consultants as additional methods to ensure that they are providing quality provision and continually monitoring and improving children's learning opportunities.

Staff place a high emphasis on safeguarding children. Detailed regular risk assessments enable staff to assess and minimise the risks. However, some potential risks such as large amounts of Ivy in the garden have not been included. Staff demonstrate clear knowledge and understanding of potential signs and symptoms of abuse and there are effective procedures in place in the event of a concern being raised.

## **The quality and standards of the early years provision**

Children are developing good relationships within the setting and are motivated in their learning. A child confidently asks a member of staff for support in making a fishing rod. They work together until the child is satisfied with their interpretation of a fishing rod and some fish. Children are encouraged to problem solve and seek solutions. Several children enjoy using a simple computer program where they select different characters such as a dentist, a nurse and a doctor, matching the clothes they wear and various pictures of their work place. Children show good control of the mouse as they progress through the program. They take turns and staff provide a sand timer, helping children to know when their turn is up. Children's language is developing well, staff show a genuine interest in their families and talk with the children about things they have done at home. At news time children enthusiastically talk about building their snowman, and making snow balls with their siblings. A child says 'Granny helped me make a snowman at her house'. Staff use open-ended questioning to extend children's knowledge about the recent snow. Children describe snow as 'crunchy' and go on to say how the 'sun melts the snow'.

Staff complete regular planned observations and use this information to effectively

plan the next steps in children's learning. Photographs and spontaneous observations are also used to track children's progress, and key persons clearly know their key children well. They plan and provide a broad range of adult led and child led activities. Staff provide opportunities for children to plan and develop their own ideas. For example, children choose to design their own dance studio, staff enable the children to write down their ideas and use photographs to document the project from start to finish. This promotes children's confidence and builds their self-esteem.

Children's health and welfare is effectively supported and their awareness is promoted through a variety of methods. Children enjoy a wide range of healthy snacks and follow good hygiene routines, knowing when and why they wash their hands. They are encouraged to take responsibility for their own safety. At registration time staff talk with the children about safety rules. Children confidently tell staff 'We walk inside', 'We look after toys and don't throw them'. They are familiar with what to do in an emergency, saying 'We go outside and listen for our name'. Children's behaviour is good given their age and stage of development. When they hear the classical music they automatically 'tidy up' working together to put the resources away. Staff are very positive role models in the way they speak to the children and their continual use of praise and encouragement.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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