

Twiggs Lane Pre-School

Inspection report for early years provision

Unique reference number EY425902
Inspection date 09/09/2011
Inspector Loraine Wardlaw

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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

Twiggs Lane Pre-school opened in 1986 and re-registered in 2011, after becoming a limited company. It operates from a corner classroom, with its own access in Marchwood Infant School. The setting is located in the village of Marchwood near Southampton and is managed by a board of directors. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 48 children from two to five years of age on roll. The setting provides funded early education for three and four-year-olds.

The group is open five days a week during school term times. Sessions are from 8.45am until 11.45am or 9.15am until 12.15pm and 12.15pm until 3.15pm. Children attend for a variety of sessions or for the whole day. The pre-school welcomes children with learning difficulties and/or disabilities, and also children who speak English as an additional language. The pre-school has its own secure, enclosed outdoor play area for children to access. There are five staff who work with the children. All the staff have early years qualifications ranging from National Vocational Qualification (NVQ) at level 4 to NVQ at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, positive and safe environment by staff who are well-qualified. Overall, their welfare and educational needs are met well because staff get to know the children successfully and move them on in their development. Overall staff plan good indoor and outdoor, active play opportunities for children to enjoy and access. Partnerships with parents are strong overall. The setting has a clear view of their provision and the stable staff team drive its success, continually developing ways for further improvement.

What steps need to be taken to improve provision further?

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

- improve the planning of adult-led activities to ensure they derive from and include the next learning steps of specific groups of children
- extend information gained from parents about their children and the guidance given to parents on linking learning to home to further assist children's development.

The effectiveness of leadership and management of the early years provision

There are effective safeguarding procedures in place to help protect children. All practitioners hold a clear Criminal Records Bureau check. Management are vigilant about informing visitors of the group's mobile phone policy and fire evacuation procedure on arrival at the pre-school. Staff demonstrate a secure knowledge of their roles and responsibilities with regards to recording and reporting any child protection concerns. Daily checks and risk assessments are carried out on all areas of the pre-school used by children and children are supervised well to ensure identified risks are minimised. Adult-to-child ratios are high and staff effectively meet children's personal care needs and routines. The staff at the setting offer a stimulating and enabling learning environment to children, in line with the Early Years Foundation Stage good practice. Learning areas are set out and defined by colourful dividers, with a good choice of play activities for the children to self-select. Use of space is effective, with the outdoors being used daily, and in all weathers, as an extension to the children's learning environment. Staff deploy themselves well to support individual or groups of children in their freely-chosen play. Adult-led activities are planned regularly, but they are not closely linked to children's 'what next' learning objectives, to ensure children's rapid progress in all learning areas.

The staff work well together as an effective team and regularly review and evaluate their practice. They are consistently making changes and adapting their provision. Overall, the management team is well organised and values the staff, promoting and supporting further development and training. This, in turn, ensures that all outcomes for children are promoted with success. Parents talk positively, supportively and knowingly about the setting. They value the friendly and approachable staff with whom they have built good relationships. Overall, there are good systems in place for the sharing of information and clear channels of communication. For example, an attractive and informative newsletter for parents is regularly sent out and a parental questionnaire is used to inform about future improvement, such as the new parent prospectus. Information on entry to the pre-school is gained but it does not include a complete picture of the child's background. In addition, information about precise ways parents can link the learning at pre-school to home is not consistently offered. However, parents are able to view their child's learning journey regularly and can comment on their children's progress. Partnerships with others, such as the local authority advisors on special educational needs, are well established. Overall, staff promote equality and diversity successfully. They understand how best to support children learning English as an additional language and have resources which promote positive images of all people in society on display in the setting. Children with learning difficulties are swiftly identified and systems to further support their specific needs are organised. For example, a written individual educational plan is implemented, which involves the staff learning Makaton and introducing a peer buddy.

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

Children are happy, well-motivated individuals, who achieve well and are making good progress in relation to their starting points. Older pre-school children arrive at the setting and settle easily. They know what is expected of them and show confidence in accessing the play curriculum which, on the whole, effectively meets their needs. Four-year-olds concentrate well at mark making and cutting activities, which they have initiated, using tools and materials which they handle well. They demonstrate their knowledge of writing their name clearly on the paper, and are helped to spell it out and form the letters correctly by the staff member on hand. Children feel pride in their achievements and swiftly go to their name tray to put in their finished work. Older children speak confidently to adults and peers and are mostly encouraged to think and express themselves by the staff's open-ended questions. Children new to the setting are given suitable support from their key person, who is understanding and sympathetic to their needs. For example, the adult brings their drink and snack to them because they are not ready to access the snack bar independently. When a new child becomes upset, their key person distracts them by making dough characters and talks about the 'three bears' story. This engages them and brings a smile to their face. Children are becoming skilled users of the computer. Some show a keen interest, others use the mouse with confidence and can complete a simple maths programme. Children spontaneously use numbers as labels and for counting in their play. For example, outside they jump on the snake numerals and recall the numbers accurately. They count chairs they have got out of the play house; some can add on one more from a given number. Staff know their children well and have identified next steps in learning, which are implemented during freely-chosen play. Exciting adult-led activities are planned, such as making flap jacks, but they do not specifically link to groups of children's learning aims and objectives. Records, which document children's capabilities are not wholly reflective of the key person's knowledge of individual children.

There is effective emphasis on children playing in the fresh air and in all weathers. Children demonstrate their good physical skills on a two-wheeler bicycle with stabilisers and a three-wheeled scooter. Some balance and walk along the chunky chain apparatus with confidence; others have fun jumping up and down on the moving bridge. Mid-morning children are able to access the snack bar, where their personal independence is successfully promoted. They self-select crackers and spread margarine and cheese on them to eat and enjoy a drink. There is good emphasis by staff on providing healthy snacks. Children understand the importance of hand-washing before they eat their packed lunch. They recite what they have learnt about germs to the adults during a sociable lunch-time. Children are well-behaved and feel safe and secure in their surroundings. Staff are vigilant about children's safety; they give gentle reminders, if needed. Staff keep a log on a wipe board of how many children are present, because of the staggered start and departure times of the children. Older children build good relationships with the staff and confidently tell them what songs the group could sing at whole group time. Older, more able children are buddied up with younger children to offer help,

when needed, which they talk about with confidence. All children are valued as unique individuals. Their cultural and linguistic heritage is embraced appropriately, although this information is not consistently recorded by the key person. The setting takes an inclusive approach to its practices; the environment is conducive to meeting the needs of children with disabilities.

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