

# Tandridge Village Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	122727
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Jan Healey
<b>Setting address</b>	Tandridge Village Hall, Tandridge, Surrey, RH8 9NN
<b>Telephone number</b>	07900474654
<b>Email</b>	
<b>Type of setting</b>	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

Tandridge Village Pre-School registered in 1998. It operates from the local village hall and is committee-run. The children have use of the main hall and the playground of St. Peter's School with which it has close links. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 24 children from two years to under eight years at any one time, all of whom may be in the early years age range. Currently there are 38 children on roll on the Early Years Register. There are no children on roll on the Childcare Register. The group receives funding for the provision of free early education for children aged three and four years.

The group serves the local community. It is open during school term times on Tuesday, Wednesday, Thursday and Friday. Morning sessions are from 9am to 12 noon on each of these days. Younger children attend on Wednesday and Thursday mornings. Older children attend on Tuesday and Friday mornings together with afternoon sessions on Wednesday and Thursday from 12.15pm to 3.15pm. The group also offers care during lunchtimes on Wednesday and Thursday.

A team of eight staff work directly with the children. Of these, five staff hold a relevant qualification with two members of staff currently working towards level 3. The staff support children with special educational needs and/or disabilities as well as those who are learning English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content to be in the care of staff who are effective in meeting the majority of their individual needs. Children enjoy warm relationships in a friendly and supportive environment where they swiftly make friends and participate in all activities on offer. They are making good progress in their learning and receive effective support for their transition to school. Staff identify and eliminate the majority of risks to children. Regular self-evaluation helps staff to act on priorities for development accurately resulting in continuous improvement.

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

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

- display and use signs and symbols relating to the lives of families who use the setting, including those with different languages.

- improve risk assessments by covering anything with which a child may come into contact

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

Staff promote children's welfare effectively as there are clear safeguarding procedures in place. Staff are clear about roles and responsibilities in monitoring and managing any concerns. A robust recruitment procedure ensures all staff are suitably vetted. Most risk assessments are robust and staff complete them regularly although they do not always cover everything with which a child may come into contact.

Leadership and management are strong as the two managers are dynamic and well respected by their staff. They embed ambition and drive improvement successfully. All staff are committed to their roles and have a good knowledge and understanding about how young children learn and develop. They provide an interesting and challenging environment where children progress rapidly. Children have easy access to resources and can choose activities freely. Staff work well as a team and are committed to making continual improvement. They reflect on their practice effectively to identify and address any areas for improvement. For example, they have introduced individual pockets for each child to store their pictures in before taking them home. Staff have successfully addressed recommendations made at the previous inspection including recording children's arrival and departure times clearly.

Staff actively promote equality of opportunity as they have a good knowledge of each child's background and needs. Girls and boys have equal access to all toys and resources available. Staff encourage children to develop a positive attitude towards themselves as well as to others, making for a harmonious atmosphere. An effective key person system helps staff to meet children's individual needs well. Staff care sensitively for those who have special educational needs and/or disabilities. There are some children who are learning English as an additional language, who are supported effectively. Staff celebrate a variety of festivals with children and provide dressing up clothes and jigsaws reflecting positive images of diversity. This effectively embraces cultural differences although there are not many words displayed in children's home languages.

Partnerships with parents are strong. Parents are enthusiastic in reporting that they, 'have recommended the pre-school to all my friends,' 'his confidence has grown tremendously,' and 'I can approach the staff about anything.' Staff encourage parents to make suggestions about how improvements can be made. Parents become involved in fundraising events and are welcome to act as volunteers during sessions. Staff effectively aid children's transition into school by inviting local teachers to meet them. Children attend school assemblies so they become familiar with the environment. Staff provide transitional documents to support continual progression. They work closely with other providers who deliver the Early Years Foundation Stage, such as childminders, to ensure effective

continuity in children's care and education.

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

Children benefit from the staff's attention to identifying their starting points in learning upon registration. This enables children to take part in appropriate activities based on their existing skills. They learn effectively through purposeful play both indoors and outdoors, which offers a good balance of adult-led and child initiated play. They learn in an environment that encourages their independence, enabling them to make choices in their play and in developing their personal and social skills. Children benefit from the staff's great pride in helping them to develop and learn. This enthusiasm encourages children to become confident and enthusiastic learners. They become engrossed in a variety of meaningful and exciting activities, for example, creating mosaics of aeroplanes, buses and trains. Children with special educational needs and/or disabilities make good progress as staff are aware of effective support strategies. For example, they encourage children with hearing problems to sit near the front when listening to a story. Children choose from a wide range of books and request staff to read to them. Children listen carefully and respond well. They count with confidence and are learning to problem solve when setting the table for snack. For example, they work out how many cups and plates they require. They are developing skills for the future by using modern technology, such as cameras to take photographs of their models. They are making a positive contribution, taking pride in their playroom by helping to tidy away the toys after play and by respecting and accepting each others' differences. Their behaviour is exemplary and contributes to a contented and happy atmosphere.

Children show a good understanding about personal hygiene, such as helping themselves to paper tissues to blow their noses and discarding these after a single use. They are learning about the benefits of physical exercise which helps them develop a positive sense of well-being. Most children show a good understanding of healthy eating and talk about nutritious foods, such as vegetables, at snack time. Children are secure in the care of staff and swiftly develop a sense of belonging. They arrive happily and show that they wish to stay longer when the session comes to an end. They show a strong understanding about keeping themselves safe indoors. For example, they hold scissors by the blades when passing them to their friends. When in the outdoor play area they climb safely and avoid bumping into each other when riding wheeled toys.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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