

Streatley Hill Pre-School

Inspection report for early years provision

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Inspector

Susan May

Setting address

Streatley School, The Coombe, Streatley, READING, RG8
9QL

Telephone number

01491 875 247

Email

streatleyhillpreschool@googlemail.com

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*.

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Description of the setting

Streatley Hill Pre-School Group opened in 1995 then re-registered in 2010 as they changed from being a committee run group to having a director. They are registered on the Early Years Register. The pre-school operates from a purpose built self-contained building with its own enclosed gardens within the grounds of Streatley Church of England Primary School in West Berkshire. Children come predominately from within the catchment area for the primary school.

A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00am to 12.00noon during school term times. Additional afternoon sessions also take place from 1.00pm to 3.00pm with lunch at 12.00noon. Children may attend for a variety of sessions. There are currently 24 children aged from two years to under five years on roll. The pre-school is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school employs four members of staff, all of whom hold a recognised Child Care qualification. The manager is a qualified teacher with Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well as staff recognise and accommodate the uniqueness of every child. Children behave exceptionally well and develop a sense of belonging in the setting. Secure, trusting relationships are established that help children develop confidence. Children play happily in the child friendly environment with good access to a range of toys and resources indoors and outdoors. Children are kept safe as written risk assessments are in place although some require updating. The pre-school has excellent links with other childcare practitioners and parents, with written information about children's progress shared on a regular basis. The manager and staff demonstrate commitment to improvement as they monitor their practices, identifying future development and aims of the setting and how best to implement them.

What steps need to be taken to improve provision further?

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

- review of the systems of observations and assessments that support future planning and children's next steps in learning
- update risk assessments for the out door area to identify and minimise risks

The effectiveness of leadership and management of the early years provision

Children play in a friendly and welcoming environment, developing a sense of belonging as they and their families are valued and respected and the uniqueness of each child is recognised. Inclusion is threaded throughout the practice. Children access a good range of toys and resources both indoors and out, as are appropriate to their age and stage of development. Children are kept safe as children's welfare is a priority with all policies and procedures to follow if there are any concerns clearly understood by staff. Staff employment and induction procedures are good and all staff have appropriate clearances. Visitor's procedures are in place and any person not suitably vetted is never left unsupervised with the children. All policies and procedures are reviewed regularly and shared with parents. Confidentiality is observed at all times, children's documentation is stored securely and all required parental consent obtained. Written risk assessments for the premises and outings are in place, however, while there is no impact on the safety of the children as staff remain vigilant at all times; these have not been fully updated to reflect changes to the outdoor area. Staff are aware of their individual roles and responsibilities and deploy themselves effectively to ensure all children receive good levels of individual care and attention.

The manager demonstrates a strong commitment to driving improvement through clearly outlining future progress and aims, recognising the self-evaluation as a working document with input from staff, parents and children welcomed. Staff appraisals help ensure that the needs of the pre-school and staff's training needs are met. Local Authority training is accessed by staff, and ongoing reflections of practice is regularly undertaken. Parents express confidence in staff and cannot praise highly enough the care and learning experiences the children receive, with comments such as "fantastic", a "real community pre-school" and "excellent communication links". Parents are well informed about pre-school practice through a variety of sources, such as e-mail, notice boards and daily verbal exchanges. Systems to share relevant information with other early year's settings, children may attend, are extremely effective as the manager and early years staff at the school on whose site the pre-school stands, work closely together. Staff are proactive in building links with other childcare practitioners and health professionals help ensure that all children reach their full potential according to their needs.

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

Staff focus on helping children make good progress through a commitment to improving outcomes for children, The planning for children is flexible as the children's key person's know the children well and respond to their interests and individual needs. Children's records of development clearly show children's

progress; however, to further support next steps and future planning, observation and assessment systems are under review. Parents are actively involved in all aspects of their child's development, with regular parents meetings held to share progress both verbally and during organised parents meetings. Staff are enthusiastic in seeking ways to provide a stimulating environment that promotes learning. For example, they operate a free flow play and extend activities and resources outdoors to provide children with further opportunities to progress their learning.

Children develop secure relationships with staff and each other, as they play alongside each other well, initiating their own learning as they choose from a wide range of resources and activities available to them. Adults are frequently invited into their games and offer support while not intervening unnecessarily. Children behave exceptionally well towards each other and staff. Good manners are encouraged and children say excuse me, please and thank you without prompting. Children are lively but sit attentively when required, such as at group and circle time, they show thought for each other as they share toys and resources and put on boots, taking care not to push each other. Children's independence is encouraged as they choose what they wish to play with, decide when they are ready for their snack and use the bathroom independently following good hygiene practices. Parents provide children's packed lunches and mealtimes are social occasions, helping build future good eating habits. Children have opportunities to mark make as they use pens, paper, chalks and brushes and water both indoors and out to practice their emerging writing skills. Children's enjoyment of books is fostered as they choose from a wide range of books and sit quietly in the reading area to look at them. Children begin to recognise that the written word has meaning as there is clear labelling around the pre-school; while phonic games help children begin to recognise and sound out animal names and items that begin with the same letter. Staff help develop children's language skills as they ask open-ended questions and repeat words and sentences back to children to help them develop their vocabulary and thought processes. Children develop their mathematical understanding as they access a range of resources and talk about number, colour, and size and use sand timers in everyday play to monitor time. Children begin to develop future skills as they have access to everyday technology such as a calculator and a computer. Children play with malleable materials, for example, using tools with the play dough to promote control and coordination. A further range of equipment outdoors allows them to dig, ride, scoot and climb to develop their physical skills. Children begin to learn to keep themselves safe as simple explanations help them recognise the possible consequences of their actions such making sure no one is in front of them as they ride wheeled toys down a sloping path. Examples of children's work throughout the provision demonstrate the opportunities children have to use a range of media to explore their imagination and creativity.

Inclusion is threaded through all of the settings practices as activities promote positive images. A range of festivals and events that are important to the children and their families are celebrated such as the opening of their new pre-school building. Children find out about the natural world as they explore the garden, take walks into the local woods and follow themes that help them find out about the natural world, extending their knowledge and curiosity as they talk about change,

such as water, ice and steam. Children begin to find out about the local community as they visit local schools and go on trips within the local community. The manager and staff are knowledgeable about the Early Learning Goals demonstrating that they have a clear understanding that children learn through play and of the importance in providing a positive environment to help children progress.

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	1
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	1
The extent to which children develop skills for the future	2

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