

Binfield Pre-School Group

Inspection report for early years provision

Unique reference number	159101
Inspection date	10/10/2011
Inspector	Mandy Gannon

Setting address	The Memorial Hall, Terrace Road South, Binfield, BRACKNELL, Berkshire, RG42 4EW
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Type of setting	Childcare - Non-Domestic
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Binfield Preschool opened in 1982. The preschool is managed by an active committee of parents. It is situated in the centre of the village and operates from the Memorial Hall. Children have use of a large hall and a smaller room, with toilet and kitchen facilities available. An outside play area is available. The preschool committee operates a second preschool in Jocks Lane and many of the children attend both groups.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open term time only Monday and Thursday 9:30 am - 2:30 pm and Tuesdays and Fridays 9:30 am - 12 noon. The preschool is registered to care for a maximum of 26 children aged under eight, of which no more than 26 may be in the early years age group. There is currently 40 children on roll, of these 25 are in receipt of government funding. The preschool supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A total of 11 staff work with the children, of whom eight hold relevant qualifications in childcare and two are beginning their training in the near future. One member of staff holds a Qualified Teacher status and two hold Early Years Professional Status. The setting receive support from the local Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, at ease and confident in this strong setting. Overall staff work exceptionally well in meeting the individual needs of each child in a setting where the uniqueness of every child is valued. Excellent relationships with parents, carers and others promotes a collaborative approach where all contribute to improving the outcomes for each child. The capacity to make continuous improvement is strong, due the motivation and enthusiasm of an effective staff team who work well together. They constantly review their practice and identify ways for further improvements, although, some documentation is not up-to-date .

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain and share with parents an up-to-date complaints policy and procedure including contact details of the regulator(Safeguarding and promoting children's welfare)

24/10/2011

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

- review the current procedures in place regarding the record of arrival and departure of staff
- review the procedure for snack time to improve children's decision making and independence

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have an accurate understanding of the signs and symptoms of abuse and neglect, and they are confident about the steps they would take if they had concerns. Good quality systems are in place with a broad range of policies and procedures to promote children's care and well-being, which are regularly reviewed and updated. Although, a complaints policy is in place, details for contacting the regulator are not up-to-date and accurate therefore parent's do not have the correct information to make a complaint directly to Ofsted should they wish. This is a breach of a specific legal requirement. The environment is safe and meets the needs of the children, with daily checks and risk assessments in place, including checks by a fire safety officer. Staff maintain children's safety and they are vigilant, a written register is in place and a record is kept of all visitors. An accurate record of how many children, staff and visitors are on the premises at any one time is kept on a board. However, there is no system in place to document the arrival and departure of staff. Well organised processes are in place to identify persons collecting children, in order to only release them into the care of individuals named by the parent. Children's safety is promoted as accurate records are maintained of accidents, incidents, existing injuries and the administration of medication.

Effective evaluation systems are in place which take into consideration the views of the staff, parents and children. These contribute to the accurate understanding staff have of the setting's strengths and areas for further improvements. Children make good progress in an environment where resources are well set out to enrich their learning and development. Children benefit from being able to actively make choices and decisions from recently introduced clearly labelled trays and trolleys, freely accessing a wide range of suitable toys and resources.

Equality and diversity is at the heart of this setting where each child is highly valued. Staff are inspiring in doing all they can to include all children and meet their individual needs. They offer home visits to support transitions, easing the child's start at the setting. Staff have exceptional knowledge of each child's background and needs through the excellent partnerships with parents and other

agencies. Additional support is accessed at the earliest opportunity to promote the best possible outcome for each child. Staff signpost parents to other agencies including the local children's centre. Children who have English as an additional language are exceptionally well supported by staff who speak their home language. The setting also accesses the use of interpreters and works closely with parents and carers who share words, phrases and translate songs. This enables them to value linguistic diversity and enable the child to use their home language in their play and learning. Children benefit as the setting works effectively with schools, staff provide good information to aid a smooth transition for children as they move onto school. Excellent partnerships with parents and carers are established. Parents spoken praise the setting highly, they receive excellent feedback about what their child has been doing, stating their child 'is always happy to go to preschool and tells me all the things they have been doing'. Regular reviews with the key person and parental contributions to their learning journeys aids cohesive partnerships where all work successfully together to promote the best possible outcome for each child.

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

Children make successful strides in their learning and development in this strong setting. They are interested and involved as they actively and independently make choices and decisions selecting from a broad range of exciting toys, resources and activities. Children are confident communicators as staff actively listen and engage them in conversation. Staff skilfully divide children into small groups at 'Show and Tell' times in order to differentiate and meet individual needs. Children excitedly discuss what they have been doing and show their friends toys they have bought from home, they use a shaker to identify the syllables in their name and sing songs using puppets. Children enthusiastically access both fiction and non-fiction books, they excitedly respond to a familiar story and listen with interest as a member of staff reads. Children confidently move between the indoor and outdoor environments freely selecting from the range of opportunities on offer. They excitedly pour water down pipes and squeal with delight as it splashes over their clothes when they try to catch water in their container and pour into another explaining, 'its nearly full up now'. Children explore and investigate as they use torches and different coloured lights in a dark tent and have a good understanding about how to take turns. Children enthusiastically participate in creative activities as they make selections from the craft trolley and make their own pictures with paint at the easel. They develop their skills for the future as they use keyboards and telephones in role play, they problem solve as they work out how to assemble the pipes outside in order that the water will flow into the bucket and skilfully assemble puzzles. Children benefit as staff have an accurate understanding of their individual needs. High quality planning is effectively in place to meet the needs of each child ensuring they are suitably challenged.

Children benefit from frequent access to fresh air and exercise, promoting a

healthy lifestyle as they move freely between the inside and outside and have a designated physical activity area inside. Staff use a wide range of equipment and have completed training to support and encourage children to use their bodies in order to benefit their all round development, co-ordination and balance. Staff cascade this training information to parents promoting the holistic benefits of physical activities. Children benefit from eating a range of healthy foods and meal times are social occasions. They freely access water throughout the session and make decisions as they choose what they would like to drink and eat. Staff are diligent about making sure the needs of all the children are taken into account and dietary requirements are robustly met. Although, the arrangements for snack time mean that, for some children, play is interrupted to facilitate a group snack time. The setting is registered with the local food standards agency and staff have completed food hygiene certificates. Children are aware of and follow good quality hygiene practice.

Children successfully demonstrate an awareness of staying safe as they move around the playroom and outside with care. They have an accurate understanding of routines and remind others of expected behaviour. Children show high levels of confidence and self-esteem and build strong relationships in the setting as they excitedly ask their friends to join in their play. Children take the initiative as they work well independently and successfully collaborate with others, and their behaviour is very good. They show an awareness of responsibility, as they tidy up whilst singing their 'tidying up' song. Highly effective positive relationships are formed between children and adults as staff act as calm, consistent role models skilfully enabling children to understand expected behaviour and how to resolve differences.

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	1
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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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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