

# The Old School House Pre School

Inspection report for early years provision

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**Unique reference number**

EY363215

**Inspection date**

18/10/2011

**Inspector**

Lynn Reeves

**Setting address**

Denmead Community Centre, School Lane, Denmead,  
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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.

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## **Description of the setting**

The Old School House Pre-school opened in November 2007. It is privately owned and managed and operates from a community centre in the village of Denmead, Hampshire. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. A maximum of 22 children aged from two years to under eight years may attend the pre-school at any one time. There are currently 18 children on roll aged from two to four years. The pre-school receives funding for the provision of free early education to children aged three and four years.

The pre-school opens 9:00am to 3:30pm Monday to Friday term time only. Children may attend for various sessions and a lunch club is offered. The children have access to the jubilee room, the main hall, kitchen and toilet facilities and an outdoor area. The setting supports children with learning difficulties and/or disabilities and those who are learning English as an additional language. The manager, who works with the children, employs 8 members of staff. Most staff hold an early years qualification. The group receives help and support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and well settled at the pre-school. The manager and staff create an inclusive and welcoming environment and meet each child's individual needs well. Children enjoy worthwhile and interesting experiences and are making good progress in their learning and development across most areas. Strong relationships forged with parents and others involved in children's care ensures their individual needs are met well. Most policies and procedures are implemented effectively, however a weakness has been found with regards to all documents being available for inspection. The setting has started to develop their own systems of self evaluation, which demonstrate the capacity for driving improvement to benefit the children.

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

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

- develop further the learning environment to fully promote children's recognition of familiar and common words
- maintain the records of risk assessments, making these available for inspection.

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

Children are well safeguarded as staff are trained in child protection and have a clear understanding of safeguarding procedures and how to respond should they have a concern regarding a child in their care. Recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. All staff have clear job descriptions and regular appraisals identify their personal training needs. Visual and written risk assessments are conducted to protect children both indoors and outside. However, not all the documents are readily available for inspection, to check when and by whom these were completed.

Most staff are qualified, and have good knowledge of the Early Years Foundation Stage and the early learning goals; this ensures the children progress well. All staff complete observations and assessments and each child's key worker has a good knowledge of what children know and can do. They talk to parents about children's interests and progress as they share the children's learning journals. Staff support children appropriately and deploy themselves well. The manager and staff value every child as a unique individual and interact well with the children. They sit down on the floor and take part in the children's chosen activities, or stand back to let their own play develop. Children quickly learn the daily routines and enthusiastically take part in the full range of activities provided. They move freely between the indoor and outside environments, making choices of activities and interacting well with both staff and their friends. The staff evaluate what works well within the setting and what the children get out of the activities provided. The systems they have in place help them to identify their own strengths and priorities and areas that may still need developing. The manager and staff demonstrate a strong commitment to driving improvement in the pre-school and have made many improvements since the last inspection. For example, the required consents are now in place; additional training around child protection and the suitability procedure are implemented effectively. Children now have opportunities to develop their larger muscles and physical development as they access the outdoor play area on a daily basis.

The pre-school is light, bright and colourful and very welcoming to both children and their parents. Examples, of children's artwork and creations are displayed, developing their sense of belonging and achievement. The wide range of resources, many of which promote diversity, is available to children in low level storage. However, labelling is limited to fully promote children's recognition of the written word. Staff demonstrate awareness and have a good understanding of equality and diversity, enabling them to provide a service which is inclusive for all.

Strong links forged with parents and others involved in children's care means children's individual needs are met well. Effective measures are taken to involve parents fully in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with them frequently to discuss their child's needs, interests and progress. Daily contact books, regular newsletters and information displayed on the notice boards help build strong relationships with parents. Parents report they are very happy with high level of care their children

receive and the progress they make. The setting liaises effectively with other providers of the Early Years Foundation Stage that children attend which complements their learning and development.

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

Children are making good progress in their learning and development because the setting is well organised and conducive to their growing independence and development. Children happily move from one activity to another initiating their own play. They are developing good self-care skills as they take off their own coats; put on their slippers on arrival and attempt to put on their own aprons on for messy play. Children enjoy group circle time to share their news, listen to stories and sing songs. This is a wonderful opportunity for children to develop their confidence speaking to the group and make a positive contribution and feel part of the setting. They concentrate well on the stories being read to them, often predicting what is going to happen next and enjoy selecting what songs they would like to sing from the felt song board. They act out the actions to familiar nursery rhymes, using their fingers to count 'Five currant buns'. They develop use of their larger muscles taking part in PE lessons and enjoy playing on the climbing frame and riding their bikes around the garden. Children learn about growing and caring for plants as they sow vegetables and seeds; monitoring their growth. They taste what they have grown at snack time helping them learn about foods that are good for them. Children learn about re-cycling and thoroughly enjoy being the daily monitor to take the fruit peelings to the compost heap.

Children are starting to learn to link sounds and letters by finding their names on arrival and on the snack table and they attempt to write their names on their work. However, the lack of labelling of resources prevents them from seeing a range of familiar and common words. Children build positive attitudes to learning, by enthusiastically engaging with the equipment and resources which they use imaginatively and experimentally. For example, they laugh and giggle as they put rollers in their hair in the role-play area. They pretend to make the dinner, putting on their oven gloves before placing food into the play cooker; recognising the importance of staying safe. Children are developing their skills for the future as they play on the computer; using the mouse to change the programmes. They also access a range of programmable toys and musical instruments. Children explore a range of man made and natural materials on the interest table and enjoy making models with the play dough. They explore a range of media on the craft table; using the glue sticks and scissors to make collages. Festivals, both traditional and world wide, are celebrated with food, music and artwork throughout the year

Staff deployment is good and they extend children's language and thinking by asking open ended questions. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them; encouraging politeness and good manners in return. Children with additional needs or those who speak English as an additional language are identified and well supported both within the setting and by calling upon external professional help. Children are aided in

keeping themselves safe and healthy. They understand the need to wash their hands after messy play or using the toilet and they take and use a tissue when needed. Lunch times are very sociable as the children sit with their friends and happily chat to one another. Staff regularly model behaviour, for example, reminding children to pick things up from the floor or to handle the scissors correctly; making children think about the consequences of their actions. The children take part in activities that teach them about road safety issues and danger stranger and they regularly practise fire evacuations. Children enjoy their time at pre-school, building warm and friendly relationships with one another as well as the adults around them. There is a calm atmosphere and the children are confident and settled. They benefit from the free flow environment where they can make their own choices of playing indoors or outdoors. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

## 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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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