

Southwater Village Hall Pre-School

Inspection report for early years provision

Unique reference number	113706
Inspection date	18/10/2011
Inspector	Cathy Hill
Setting address	Southwater Village Hall, Church Lane, Southwater, Horsham, West Sussex, RH13 9BT
Telephone number	01403 733954
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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*.

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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

Southwater Pre-School was registered in 1974. It operates from two rooms at the Southwater Village Hall, in Southwater, near Horsham, West Sussex. There is a fully enclosed outside area available for outdoor play. The pre-school serves the local area and surrounding villages. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 42 children under the age of eight years at any one time. There are currently 68 children from two to five years on roll. This includes 42 funded children. Children attend for a variety of sessions. The setting makes provision to support children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions run from 9.15am to 12.15pm each weekday and from 1.00pm to 4.00pm Monday, Tuesday and Thursday afternoons. There are 12 members of staff and two permanent members of bank staff working directly with the children and, of these, seven of the staff hold recognised early years qualifications. The setting receives support from a mentor from the Early Years and Childcare Service who works closely with the local primary schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy within the vibrant, stimulating environment of the pre-school. The leadership and management of the pre-school is excellent and children's well-being is significantly enhanced by exceptional organisation. Overall, the setting's policies and procedures are successful in promoting high quality outcomes for all children. The pre-school were judged outstanding at their last inspection and staff very successfully maintain continuous improvement to ensure the needs of all children are consistently met to a high standard.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing a two-way flow of information between all providers involved with children's care and education
- enhancing suitability systems by formalising procedures to assess the ongoing suitability of staff.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded very effectively. All staff attend safeguarding training and this is updated on a three yearly basis. The manager takes lead responsibility for safeguarding and is backed up by another staff member, with both having had suitable training for the role. Extensive recruitment and vetting procedures are in place together with an in-depth induction process for new staff. Staff understand their role and responsibilities with regard to child protection and are all vetted. The manager discusses suitability with staff although there are no formal procedures in place to assess their ongoing suitability. The safety of the children attending is a high priority. A detailed safeguarding policy underpins pre-school practice in this area together with extensive risk assessment records. Staff carry out daily safety checks of the pre-school premises and also keep a record of any visitors. Children thrive as they freely access an excellent range of high quality resources which effectively support their learning and development. Staff display educational posters throughout the pre-school, for example showing the weather, numbers and minibeasts, to provide a stimulating learning surround. Staff have an excellent understanding of their roles and responsibilities and deploy themselves highly effectively to ensure all children have positive, meaningful play and learning experiences.

Staff actively promote equality and diversity. They have an exceptional knowledge of each child's needs and plan activities to reflect the play and learning needs of all children. Staff ensure the learning environment and range of resources are available to all children. Children delight in the freedom to play indoors or outside in the fresh air, both independently and with their friends. They display positive attitudes towards each other as they play. They learn about the wider world through planned activities and access to multicultural resources in the pre-school. Inclusion is successfully promoted within the pre-school and highly positive partnerships are in place with parents. An extensive range of information is displayed for parents within the pre-school and regular newsletters keep them informed about pre-school practice. Parents are very well informed about their children's achievements and have opportunities for both informal and formal meetings to discuss their child's progress. Parents are effusive in their praise of the pre-school and state that it is 'fantastic' and 'brilliant' and that 'staff are very approachable'. Staff work very effectively with the majority of other providers and agencies involved with children's care and learning. They successfully liaise with childminders and staff at schools, children transfer to. They have sought information from another setting about a child, although have yet to follow up their request as none has been forthcoming.

Morale in the pre-school is very high and staff are united in their commitment to provide children with excellent quality play and learning experiences. Monitoring and evaluation of pre-school practice is rigorous and ongoing. The management encourage both staff and parents to feedback their views about the pre-school and welcome all suggestions on how practice can be further improved. A comprehensively detailed self-evaluation form has been completed reflecting on practice in all areas. The pre-school liaise with their local authority regarding an

annual review of quality and have development plans in place for improvement. Since the last inspection four members of staff have completed their level 3 qualifications and professional development is ongoing.

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

Children flourish within the pre-school where they make significant gains in developing their future skills sensitively supported by attentive, caring staff. Staff maintain detailed development records for all children and clearly identify their next steps in learning in all areas. They display excellent planning information with detail of how activities link to the different aspects and areas of learning. A badge system is in place which alerts all staff to children who have been identified for focus observations in certain learning areas. Observations are then used to inform future planning for their development. Children are extremely confident and settled and have fun as they eagerly learn through play. They have excellent opportunities to learn about the natural world as they plant and grow produce on a patch in the adjacent allotments. They have, for example, grown sweet corn, strawberries and courgettes. They competently use technology. They manipulate the mouse to draw pictures on the computer and staff explain how they can erase what they have done if they wish to change their picture. Staff skilfully extend activities, for example, by encouraging children to try and write their names using the mouse to make the letter shapes. Children rise to the challenge and show good hand-eye coordination as they form some clear recognisable letters. Their behaviour during sessions is exemplary and they are polite to staff and one another. They have excellent relationships with staff and each other. For example, children warmly greet others as they arrive with a smile and a big 'hello'. They applaud each other's efforts and amicably share all resources.

Children show a strong sense of security as a consequence of the high quality interaction from staff and excellent organisation of daily routines. They confidently approach staff for support showing that trusting relationships are in place. Children have an excellent awareness of safety. They enthusiastically engage in imaginary play as builders and put on hard hats as they talk about how these are needed to protect themselves from getting hurt. They carefully hold the bar on the mini trampoline outside as they energetically bounce. Regular practises of the pre-school's emergency evacuation procedure reinforce children's awareness of how to keep themselves safe. Children take ownership of their health and well-being as they choose to play outside in the fresh air. They develop and reinforce their physical skills as they run around, kick balls, balance on low level stilts and manoeuvre wheeled toys around. Indoors, they confidently and safely climb the steps on the climbing frame before whizzing down the slide and happily repeating their actions. They follow routine hygiene practice as they wash their hands before a healthy snack of fruit and vegetables. The pre-school's policies and procedures are highly effective in protecting children from illness and infection and the environment is maintained to a high standard of cleanliness.

Daily opportunities to access activities and resources which promote learning in all

areas significantly contribute to children making excellent progress with their development. Staff constructively use the environment to make learning fun and interesting. Children go on a walk in the adjacent field to look for shapes in their environment. They have made a scarecrow and wind scarers' for their growing patch in the allotments to protect their produce from the birds. They have great fun as they express themselves freely through creative play, for example as they make collage bags. They are developing an understanding of sustainability as they recycle paper and cartons. They show a secure understanding of the sequence of numbers as they confidently count to 10. Children's communication skills are well developed and conversation flows freely as they relax and learn within the welcoming pre-school environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	2
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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