

Tavistock Pre-School

Inspection report for early years provision

Unique reference number 110049
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Inspector Aileen L King

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

Tavistock Pre-School opened in 1992. It is a committee run provision, which operates from a prefabricated building within the grounds of Tavistock Infants School in Fleet, Hampshire. The premises consist of a main room, an office and staff room with a kitchen area and toilet facilities. There is sloped access on both sides of the building, one of which leads into the outside area. The enclosed outdoor area has an all weather surface. The pre-school serves the local community and the surrounding area. There are currently 66 children from two to five years of age on roll. This includes 51 funded three and four-year-olds. Children attend for a variety of sessions and no more than 24 children ever attend any one session. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language. The group opens five days a week during school term times. Sessions run every day from 08:45 until 11:45 and from 12:15 until 15:15. There are nine staff who work with the children, some work full time and others are part time, of these, two staff have a level 3 qualification, four are working towards a level 2 and the manager is qualified to degree level and holds Early Years Professional Status. The pre-school is committed to ongoing professional development and training for all staff and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The pre-school has links with the Early Years Foundation Stage in the infant school on site. The pre-school is on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Tavistock Pre-School is a highly effective provision and meets the needs of the children extremely well. The activities thoroughly engage and motivate the children, because they are planned to meet the children's interests and this results in them developing their independence and confidence very well. The pre-school is highly inclusive and the individual approach means that children are very well supported in their learning and development. The pre-school has an excellent capacity to improve because of the highly evaluative and analytical approach to judge of the effectiveness of the provision.

What steps need to be taken to improve provision further?

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

- implement the existing plans to enhance the partnership with parents and carers

The leadership and management of the early years provision

Leadership and management of the pre-school are outstanding. The manager, with the assistance of the deputy and staff, has worked proactively towards implementing the most recent requirements of the Early Years Foundation Stage framework. This has resulted in the introduction of a highly effective provision, based on the children's interests. As a result, children love learning and are highly motivated to try new activities. The provision is monitored carefully to ensure the practice is of the best quality and staff use every opportunity to develop the children's ideas. Children often work independently and show very good concentration and perseverance. The good staff ratios enable children to have plenty of individual help and time to talk about the things that they are doing. The management committee evaluate the work of the setting in a very analytical and objective way; this results in them having a very clear view about the effectiveness of the work being done. Swift action is taken to bring about improvements. The partnership with parents and carers is good and is still evolving and as such, remains an area for further development. Parents generally appreciate the way in which the recent changes to the Early Years Foundation Stage have influenced the setting and brought about change and new developments. The manager through self-evaluation and from parents' questionnaires has recognised that parents need to be fully informed about the benefits of children learning through play. Plans are already in place to address this. Policies and procedures are comprehensive and detailed, and those to ensure the children are kept safe and free from harm are adhered to carefully.

The quality and standards of the early years provision

The children are very well engaged and highly motivated by the stimulating and very carefully chosen range of activities. This results in children thoroughly enjoying attending pre-school. They quickly become very confident and independent individuals. For example, they keenly develop and share their ideas. During the inspection the children decided to create an ice cream parlour in the role-play area and could be heard calling to playmates, 'Who wants an ice cream?' Outdoors children also develop their ideas. For instance, singing 'Bob the Builder' enthusiastically whilst exploring the outdoor area and using building tools and implements very carefully. Creativity is highly prized and time is provided for children to revisit their work to make it even better or just to talk about what they have made or done. By adding the finishing touches later, this helps children to produce things of very high quality. Many children are articulate and can express themselves very well. For example, when talking about trips to the dentist, they exclaimed, 'Only children get stickers from the dentist'. The level of interaction between adults and children is very high. This means children's learning is regularly extended by pertinent questioning and the promotion of basic skills by adults, such as identifying the initial sounds in words. Staff were overheard to ask children which colour of paper they would like to use and then linking this to learning the initial letter sound of the chosen colour. Staff are vigilant and involved in the learning taking place; they know when to allow the children to develop their own ideas whilst still ensuring the children's welfare and well-being are considered.

The children play very well together, behaviour is excellent and there is a good level of cooperation and support from children, which means they make a highly positive contribution to the pre-school. They were observed helping each other to make paper fans, showing how to create these by folding the paper. One child volunteered, 'will I help you make another one?' Healthy snacks are provided for the children, which they enjoy. They make sure that they use hand gel before eating. Then, after eating they help to tidy and wash up the plates. Progress is very well recorded by staff and they use this information to compile a profile record of their achievement. This information is used very well to help adults to plan what the children need to learn next. This helps them to make very quick progress. The pace of learning and development is very good.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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