

Alikats Community Pre-School

Inspection report for early years provision

Unique reference number EY428011
Inspection date 02/11/2011
Inspector Alison Large

Setting address Hightown Centre, Tunstall Road, Southampton, SO19 6AA

Telephone number 02380489219

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Alikats Community Pre-school is a well established pre-school which opened in new premises in 2011. It is managed by a voluntary committee and operates from a room in the Hightown Centre community building in the Thornhill area of Southampton. It serves the local community. Children have access to a secure, outdoor play area. The pre-school opens Monday to Friday during school term times. Sessions run from 9am to 3pm and children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The pre-school is registered to care for 26 children under eight years. Of these, 26 may be in the early years age group. The setting currently has 37 children in the early years age group on roll. The pre-school provides funded early education for two- three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities, and children who learn English as an additional language. There are six staff employed to work with the children, and all hold appropriate qualifications. The setting receives support from the Southampton Early Years partnership and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident, as staff are sensitive to their individual needs. Overall, staff promote all aspects of children's welfare and learning with success, so they make good progress. All children are valued and included to ensure none are disadvantaged. Partnerships with parents are generally secure. Systems for monitoring and evaluating practice ensure any areas for development are identified, to enable continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- provide opportunities to enable children to link sounds and letters and recognise their own written name during the session
- enable parents to contribute to their children's Learning Stories so they are fully involved in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Arrangements for ensuring that children are safeguarded are robust. Staff have a good awareness of the safeguarding policy and procedures, which are implemented effectively to ensure the children are safe. Staff are suitably vetted, qualified and supported, to ensure they all know their roles and responsibilities concerning child protection. Risk assessments are completed on a regular basis and are used well to identify hazards and the action needed to minimise risk. Staff are deployed effectively to ensure that children are fully supported and protected at all times. Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each others differences. Children are learning about wider society and differences through using resources that show positive images of diversity such as books and role play resources.

Regular meetings ensure information is shared to help staff take pride in their surroundings and enhance their practice. Staff make good use of resources. The indoor and outdoor play areas are well-organised enabling children to take part in a wide variety of activities. Having moved to new premises, the setting has begun effectively identifying its strengths and areas to develop. It has started to make progress in addressing some of these areas, for example, improving the outside area to give children more room to run around safely.

Information is displayed all around the pre-school so parents and children have a good sense of belonging. The partnership between parents and the pre-school is good. Parents are provided with information about the setting and are able to chat to staff when dropping off, or collecting their children. Parents state they are very happy with the care their children receive and find staff friendly and approachable. There are systems in place for staff to make observations and assessments of children's learning and development in each child's Learning Story. The children's Learning Stories are also available for parents to look at. However, parents are not fully involved in their children's learning, as they do not have opportunities to contribute to their child's assessment records. Assessment records contain photographs and examples of children's work. The pre-school has good links with the school and other settings the children may attend, to ensure continuity in their care and learning. A comprehensive range of policies and procedures are in place covering all areas of the provision.

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

Children enjoy their time at the pre-school, they arrive confidently, keen to begin their day. They are making good progress as they take part in a varied balance of adult-led activities and free play. Children have access to a wide range of toys and

materials, which are stored accessibly to allow children to freely choose. During creative play they are able to experiment with the texture of dough and enjoy painting and gluing activities. Children are developing their independence skills, such as putting on their coats, helping to tidy up. They enjoy singing songs during group time. Observations of children's progress are recorded by staff and this is used to identify each child's learning needs. Younger children and children with English as an additional language, are supported well by staff and become confident in their daily routines. Children are developing good communication skills and chat happily to both one another and to adults. However, there is little opportunity for children to link sounds and letters and recognise their own written name during the sessions.

Children particularly enjoy playing outside where they can have fresh air and exercise in all weathers. The staff make good use of the outside area, where children have access to a range of resources to stimulate and provide opportunities for learning and enjoyment. They develop their physical skills as they run around the garden and ride on the wheeled toys. They use their imaginations well as they play in the role-play area. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. Children's safety is well promoted. Children and staff take part in regular fire drills to ensure they feel confident about what to do in the event of an emergency. Children demonstrate they feel safe and secure as they move around the setting confidently and decide what to play with. They understand how to keep themselves safe through informal discussions and reinforcement by staff.

The pre-school provides a good variety of healthy and nutritious snacks and special dietary needs are catered for. Water is available for the children throughout the day to ensure they remain hydrated. Children thoroughly enjoy snack time. The cafe style system allows children to make choices and identify when they are hungry or thirsty. They also bring a packed lunch if they are staying all day. Children enjoy the social interaction as they sit and eat together. Children understand the importance of good hygiene. They follow secure hand washing routines after visiting the toilet or preparing to have their snack, and access tissues to wipe their own noses, putting the tissue in the bin provided. This results in children being confident and learning self-care skills. Children's behaviour is good, they are learning to share and take turns and play well together. They are developing relationships with each other and interact well together throughout the setting. Their learning and growing understanding of the world around them, prepares them well for future life.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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