

Old Windsor Pre-School

Inspection report for early years provision

Unique reference number	108437
Inspection date	22/02/2011
Inspector	Aileen Finan

Setting address	Memorial Hall, Straight Road, Old Windsor, Windsor, Berkshire, SL4 2RN
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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

Old Windsor Pre-School first opened in 1964. It operates from the Memorial Hall in Old Windsor Village. The pre-school have the use of a large hall, small hall, kitchen, and cloakroom facilities. There is an enclosed garden available for outdoor play. The pre-school mainly serves families from the local surrounding area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to provide care for 30 children from two-years old to under eight years of age, all of who can be in the early years range. There are currently 21 children on roll. The pre-school provides funded early years education for three- and four-year-olds.

The pre-school opens from Monday to Friday during school term times. Sessions run from 9am until 12pm daily. On a Tuesday there is a lunch club from 12 pm until 1pm. Children attend for a variety of sessions. There are currently eight staff employed to work directly with the children. Of these four hold early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure and enjoy their time at the pre-school. Staff understand children's needs well and plan effectively so that children are able to access a range of resources and toys which support most aspects of their learning well. The pre-school are aware of their strengths and minor weakness and have met all four of the recommendations set at the last inspection. Staff show a good awareness of how to evaluate their provision in order to improve their practice and enhance the outcomes for children; however one aspect of documentation was not initially available at inspection and therefore, an action has been set. Partnerships with parents and other agencies are well established.

What steps need to be taken to improve provision further?

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

- ensure that records are easily accessible and available for inspection (Documentation) 09/12/2011

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

- enhance the systems in place to more easily track children's progress towards

the early learning goals and plan experiences for individual children in order to identify any gaps in their development

- extend the links with parents by providing easily accessible information relating to how children's learning can be extended at home, updates to policies and procedures and staffing arrangements; and to be part of the evaluation process in order to enhance the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being is an important part of the pre-school practice. Arrangements for recruiting and vetting of staff are robust. These include checking staff qualifications, references, training, identity checks and decisions on suitability. However the documentation which lists the unique reference numbers of Criminal Records Bureau (CRB) disclosures and the date on which they were obtained for all staff was not initially available for inspection. This is a breach of the welfare requirements. Staff caring for children demonstrate a high level of commitment to children's safety. They understand the effective procedures in place to identify any child at risk of harm and how to liaise with the appropriate childcare agencies. Risk assessments are effectively conducted in order to minimise risks to children.

Records for accidents, incidents, medication and daily attendance are completed appropriately. All staff have completed first aid training. Policies and procedures are implemented and understood by staff. These are shared with parents at initial registration meetings and can be found on the pre-school website.

Staff demonstrate a commitment to continuous improvement. Their targets focus on improving the outcomes for all children and in providing a happy environment for children to thrive. Staff morale is high. They understand their responsibilities and work extremely well together. The pre-school hall is large, light and airy; and provides lots of space for children to move about. The smaller hall is effectively managed for small group play and learning and some free-flow sessions.

Resources are in good condition and cared for well. Consequently the environment is conducive to learning and therefore children's development is good.

Partnerships with parents are also secure and parents and other providers such as childminders are positive about the care children receive. Effective feedback is provided at the end of the day and parents are asked for their feedback on day-to-day practice through questionnaires, but are not regularly involved in contributing to decision-making for the provision. Newsletters are also provided and parents are welcome to use the pre-school website. Parents are made aware of the procedures which protect their children's health and safety; however, when these procedures are updated parents are not routinely informed. A white board is displayed in the entrance to inform parents about weekly themes but unfortunately is not extended to provide parents information about how they can further extend their children's learning at home.

The commitment to actively promote equality and diversity is enhanced by the steps taken to work with other agencies such as the local authority, library, parish council and children's centre. Staff have an excellent knowledge and understanding of children's backgrounds and needs. They promote diversity of other cultures and festivals in order for children to understand the similarities and differences of others. Partnerships with other agencies such as childminders and local schools are

well established and ongoing communication ensures that information is regularly shared and used in order to promote children's achievements. Retired volunteers from the local community also support the pre-school at snack time which provides valuable opportunities for children to mix with older generations.

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

Children are happy and content and enjoy their time at the pre-school. They are making good progress overall and form strong relationships with the staff who care for them. Children are provided with a range of activities and are offered opportunities to share responsibilities and make decisions about what they want to do. Consequently, children's self esteem is high. All children are making progress in relation to their capabilities and starting points. Registration is friendly and provides a warm atmosphere; and therefore, children feel welcomed and listened to. They are offered opportunities at registration to enhance skills such as language and communication, sounds and letters, and numbers, as well as learning the carol Silent Night for the Christmas show using sign language. Daily activities are set up for the children on their arrival, with more structured activities in place to form part of the weekly and monthly routines. For example music day is enjoyed by all and children free-flow between their play in the large hall and using the small hall for musical instruments and singing. Fridays is physical play day where children are offered opportunities for physical development after they have got changed into their kit. Consequently this practice supports transitions to school and helps children to feel prepared and confident. A Tuesday of each month the pre-school is joined by a group of parents and their children visiting the library next door. Structured story, song, puppets and action rhyme sessions leave children excited and mesmerised.

Children are provided with opportunities which span all areas of learning. Initial assessments are made and collated along with discussions with parents and therefore, staff are aware of children's starting points. Photographs and ongoing observations are linked to areas of learning, and planning is organised so that children enjoy a broad range of experiences. However, the systems in place to track individual children's progress is not tailored enough to recognise any gaps in children's development and therefore does not effectively inform future planning. Nevertheless, children are curious, inquisitive and interested in their play and consequently, are developing skills for the future.

Children are well behaved. They display a strong sense of belonging to their pre-school and are very confident. Consequently children make friends easily and show one another respect. Children understand how to play safely and carry out responsibilities which enhances their self esteem. For example, they carefully carry their chairs over for registration and also help staff to tidy up. Children learn about their own safety through regular fire drills and by walking in a line sensibly when going outdoors to play.

Children show a good awareness of personal hygiene routines and understand the benefits for healthy eating. One day a week, lunch club helps to provide children with opportunities to again build the skills they need when they move on to school. Children enjoy sociable snack times and sit together chatting, whilst later listening

to a story. Children have daily opportunities to be outside in the fresh air. The outdoor area is not conducive to free-flow indoor-outdoor play but whenever possible proactive staff take resources outside to complement all areas of learning and to provide children with a variety of learning experiences which are enjoyed whilst being outside. Children further enjoy planned visits to the local Forest School. During more inclement weather children still enjoy being outdoors and wrap up warm to play outside in the secure play area or visit, with staff, the local allotments owned by parents. Consequently, children are provided with many opportunities to enjoy fresh air and exercise and therefore, maintain a healthy lifestyle.

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
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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	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

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