

Eggbuckland Royal Naval Pre-School

Inspection report for early years provision

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Inspector Sarah Wignall

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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

Eggbuckland Royal Naval Pre-school is a committee run group. It opened in 1987 and operates from a designated property on a service housing estate in the city of Plymouth in Devon. A garden is used for outdoor play activities. The setting is open on a Monday and Wednesday from 9am until 3.30pm and on a Tuesday and Thursday from 9am until 12pm during term time only. A maximum of 12 children aged from two to under eight years may attend the setting at any one time, all of whom may be in the early years age group.

There are currently 11 children attending who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four-year-old children. The setting supports children with special educational needs and/or disabilities. Most children live locally and some also attend other early years settings. The pre-school is also registered to provide care for children aged over five years to 11 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are two members of staff both of whom hold appropriate early years qualifications to National vocational Qualification at level 2 or 3. They also have regular support from an apprentice. The setting achieved the Bristol Standards quality assurance award in 2010.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good awareness of children's individual needs and provide them with high levels of support. They are provided with a varied range of activities that support their learning and development well. The organisation of the learning environment and use of resources are suitably organised. Partnerships with parents are positive while partnerships with other settings are less well established. Progress has been made since the last inspection and the setting undertakes regular evaluation which leads to ongoing improvement and development.

What steps need to be taken to improve provision further?

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

- review the indoor and outdoor environments to ensure that they are interesting, attractive and resources are well presented and easily accessible to children
- further develop systems to maintain a two-way flow of information with other early years providers to ensure consistency in children's care and learning.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good awareness of safeguarding procedures. They are very well supported by the area co-ordinator who offers ongoing advice and support. Comprehensive policies and procedures are in place and regularly updated. The manager has recently updated her safeguarding training helping to make sure her knowledge and skills are current. Children are safeguarded by well established and robust recruitment and vetting procedures and staff take appropriate action to protect children from unchecked adults. Risk assessments and daily checks are used to help make sure the environment remains safe and secure each day. High adult to child ratios provides children with good levels of support as they play both indoors and out.

The pre-school operates from the ground floor of a house. The main play rooms are divided into different areas that are used for creative play and quiet or structured activities. Children have access to a suitable range of resources both indoors and out but these are not always well presented or easily accessible to them. The small staff team work well together and they organise their time effectively. Children are busy and occupied during sessions and confidently contribute ideas for play. For example children thoroughly enjoy dressing up to go on a bear hunt and enthusiastically join in following staff members as they look for the bear. Staff regularly ask children for their ideas and use these to inform their planning. For example when children express interest in making a large snowman collage staff provide the tools and equipment to support this project.

Staff have a good awareness of children's individual needs and they promote equality and diversity well. Children with special educational needs and/or disabilities are well supported. Staff work closely both with parents and professionals to ensure consistency of care and learning helping children to achieve their potential. Partnerships with parents are well established and they have regular opportunities to meet with staff and share information regarding their child's progress and individual circumstances. Questionnaires are given out to new parents after the induction period helping staff to gauge their satisfaction or ideas for improvement. Staff have yet to establish effective links with all other providers delivering the Early Years Foundation Stage to children but are keen to develop these links.

The pre-school is staffed by a small consistent team and children benefit from the close relationship they have established. Staff benefit from links with the wider organisation attending regular meetings with the naval area co-ordinator and other group supervisors. Staff regularly reflect on all aspects of the setting using feedback from children and other professionals to formulate action plans leading to improved outcomes for children.

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

Children are happy and settled in this small setting and they have formed close relationships both with staff and each other. They are confident and show a strong sense of belonging. They work well both independently as well as co-operatively with their peers. For example children sit with staff in small groups to help decorate a snowman taking turns to stick items or they join together in an orderly way to help look for the 'bear'. They play independently outside developing good physical skills as they climb on the boat or run and jump in the garden. Children are becoming independent in the setting and express their ideas and preferences confidently. For example they choose whether to play indoors or out for part of the session. They are gaining independence as they help put on wellingtons and wet weather suits before going outdoors.

Planning is flexible and based around children's interests. For example when children show an interest in nursery rhymes staff plan activities around this printing off the songs for parents so that they can support the learning at home. Staff use regular observations and assessments of children to help identify progress and set next steps in learning. Each child has a detailed learning journey that contains photographs and samples of their work which is used to demonstrate progress and share with parents. Sessions are suitably organised and contain a balance of free play and structured activities. For example children develop good listening skills and extend their vocabulary as they play a listening game. They confidently take turns to describe what they can hear as staff jingle keys and scrunch paper in the bag. Children benefit from regular visits by the local librarian who calls to read stories to them. Staff operate a library loan scheme encouraging children to take books home to share with parents.

Children develop a good understanding of health and hygiene. They are encouraged to wash their hands regularly during the session and to eat well at snack times. Staff sit with children making snack time a social occasion. They encourage children to learn about different foods as they describe the colour and smell of the food they are eating. Children are learning to recognise their own needs as they pour themselves drinks and ask for more when they are still hungry. Staff make sure they are aware of special diets and allergies and keep parents informed of any accidents in the setting. Children benefit from fresh air and exercise as they play outdoors for part of the session. They develop good physical skills as they use glue sticks to join materials or use pencils and crayons to draw and make marks. Children are secure in the setting and their awareness of the daily routines helps to increase their confidence and sense of belonging. They respond well to the positive approach of staff and they play alongside their friends successfully which equips them well for the future.

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	3
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	3
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