

The Sombornes Preschool

Inspection report for early years provision

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Inspector

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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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Description of the setting

The Sombornes Pre-school registered in 2011. It is a community group run by a voluntary committee. The pre-school operates from the village hall in Kings Somborne, near Romsey in Hampshire. Children come from the surrounding rural community. They have use of a large hall, an outside play area and the toilets within the building. The pre-school opens on Tuesday, Thursday and Friday mornings from 9.15am to 12.15pm, and Wednesday afternoon from 12 noon to 3.00pm with a lunch club from 12.15pm to 1.15pm on Thursdays. The pre-school is registered on the Early Years Register and a maximum of 26 children in the early years age range may attend at any one time. No more than eight children may be aged two years and none may be under two years of age. There are currently 15 children on roll and of these, five are receiving funding for early education. The pre-school supports children with special educational needs and/or disabilities. There are currently two members of staff working with the children and they both hold relevant National Vocational Qualifications at level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are individually welcomed into the pre-school and staff are well aware of their individual needs. They are happy and make sound progress in their learning. Although staff know the children well and support their ongoing learning and development, observations and assessment are not used effectively to plan for children's next steps. Most required documentation is in place. Although staff demonstrate a sound capacity for continuous improvement, the systems for self-evaluation are not yet established.

What steps need to be taken to improve provision further?

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

- request parents' written permission, at the time of their admission, to the seeking of any necessary emergency medical advice or treatment in the future. 01/03/2012

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

- undertake consistent, sensitive, observational assessments in order to plan to meet young children's individual needs, and link these to the areas of learning
- identify strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff are aware of the procedures to follow if they have any concerns. Safeguarding policies include all required aspects and information. All staff and committee members complete the required checks and suitable, robust recruitment procedures are followed. Risk assessments are completed and daily checks lists are used to help ensure children's safety. Security is a priority and the outer door of the building is locked when the pre-school is operating. Parents complete a number of informative documents when their children start to help ensure staff are aware of any health issues and individual dietary requirements. However, staff do not currently request parents' written permission for seeking any necessary emergency medical advice or treatment, and this is a breach of requirements.

Staff build sound working relationships with parents and carers. Parents are familiar with their child's key person and state that they are pleased with their child's developmental progress. Parents talk to the staff frequently and discuss any concerns or issues regarding their child's development. They report that discussions are very positive and constructive. Parents complete an 'All about me' record sheet which helps to set starting points for the children's individual learning journeys. Children receive some continuity of care and learning because staff liaise with other early years providers. They work closely with speech and language therapists and the area inclusion coordinator to support children's development needs. Staff have a positive relationship with the local school to help aid transition. This pre-school is a work in progress as they opened five months ago. Staff aim to continue to develop the facilities and equipment provided. Current building works are intended to improve the safety of the outside play space and provide secure storage areas for equipment when completed. Staff are enthusiastic to keep their knowledge and skills up-to-date and are motivated to develop their practice. This demonstrates a sound capacity for continuous improvement. However, self-evaluation to develop and improve the pre-school is in the very early stages.

A range of suitable resources and toys are available to the children who make choices about their play. The spacious hall is divided with furniture and toy storage units to provide interesting areas for play. Currently, staff plan physical play opportunities in the hall while the outside play area is being developed. Children are familiar with the daily routine and join in the short group times. Resources and toys are well used. Children move around and explore the craft areas as well as the home corner. They help themselves to paint from large containers fitted with pumps and choose their own painting implements such as rollers and sponges. An appropriate range of toys and books reflect diversity. Staff are very well aware of the individual needs of the children attending. They support children to take part in all activities available. The special educational needs coordinator is very experienced and is particularly knowledgeable about behaviour management strategies. Signs around the pre-school show a number of languages and photographs displayed including people from other cultures, helping children to

learn about the wider world.

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

Most children are happy, settled and interested in the activities available. There is a balanced range of equipment, and staff encourage children to make choices about their own activities. They support children when necessary. For example, children sometimes need a helping hand to pump the paint from the large containers into palettes ready to use. They demonstrate social skills as they happily share the sponges and rollers, and their creative development is fostered as they create pictures. Children talk to the staff about their art work and compare the paint rollers to the rollers in a car wash. Staff skilfully develop the conversation to support children's communication and language and their knowledge and understanding of the world.

Staff know individual children well and make brief plans for suitable activities. However, they do not link planning to the areas of learning. Attractive individual learning journey records have been created for each child but very few written observations of children's learning are included. Staff are therefore unable to plan for their next steps for learning and ongoing development. Staff sometimes carry out a review of children's learning and share this with parents, however this is inconsistent.

Children develop useful skills for their future lives as they build relationships and make friends. They communicate well and clearly make their needs known. Children sit in a group and listen to a story. They choose books to look at and demonstrate knowledge of how books work. Children use number and are familiar with counting. Some children count confidently up to ten as they play 'hide and seek'. Others play a game with shapes and proudly name circles, squares and triangles. Children feel safe as they interact well, turning to staff for comfort when needed. Children use their initiative by moving around the physical play equipment. They demonstrate an understanding of safety issues when climbing, balancing, and crawling through tunnels. Staff talk to children about keeping safe and taking care of themselves, as well as others. Children help to tidy up in middle of session and at the end, before equipment is packed away into storage. They usually behave well and follow instructions. Children learn to behave in ways that are safe for themselves through calm reinforcement by skilled staff. For example, staff get down to children's level and explain to them calmly. They reinforce good behaviour and thank children for being polite and helpful.

Children are learning about healthy lifestyles through daily physical exercise in the main hall. They are encouraged to try different, physically challenging activities including stepping stones for balancing. Children know they need to wash their hands after painting or craft activities and before having snack. They make healthy choices about what they eat and drink, bringing fruit from home and choosing from milk or water to drink. Children talk about the various fruits and decide what

they would like to try.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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