

Eton Pre-School

Inspection report for early years provision

Unique reference number EY429592
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Inspector Keriann Belcher

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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

Eton Pre-school registered in 2011. It operates from a large room in St John's Church hall Eton, in the county of Berkshire. It is open from 8.30am to 11.30am and 12 noon to 3.00pm with an optional lunchtime club, term time only. The pre-school has access to an outside play area on the premises. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll. The pre-school provides funded early education for three- and four-year-olds. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs seven full-time staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school sets high standards and the staff demonstrate a strong capacity to sustain ongoing improvements through the highly reflective self-evaluation processes. Staff place a very strong emphasis on ensuring that all children are integrated, consequently the outcomes for all children and their experiences are exceedingly good. The children show great curiosity and are inquisitive learners consequently they are making excellent progress in their early development overall. This is due the staff's outstanding knowledge of providing a child-focused, stimulating environment where they plan activities to sustain children's interest and develop their early skills. The provision for children's safety and welfare is exemplary.

What steps need to be taken to improve provision further?

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

- providing wheeled toys to further promote children's physical development.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive knowledge of safeguarding issues, at all levels, and all receive regular training in this area. The setting works very well collaboratively with other key agencies to further promote children's safety and welfare. In addition, the exceedingly good policies and procedures are implemented consistently to ensure that any concerns are dealt with effectively. Children are further safeguarded by the rigorous recruitment and vetting procedures, including a successful induction for new staff. The staff are effectively deployed which

ensures that children are well-supervised and kept safe both indoors and outdoors. Staff carry out regular risk assessments and audit the information from the accident record to inform future safety procedures. All required documentation is in place and maintained. Visitors sign in and out of the setting to further protect children safety.

An exceptionally high importance is placed on recognising and valuing equality and diversity such as through the resources, activities and staffing of the pre-school. Many of the staff team are fluent in additional languages to English such as Urdu and French.

The management team is highly supportive of the continuous development of the staff through on-going training, development and appraisals. There are several highly effective evaluation systems in place, which involve the staff, parents and children to help improve outcomes for the children. For example, the pre-school has a method to acknowledge its strengths and weaknesses with the use of 'two stars and wish' where two positive comments are recorded and one area of improvement is noted.

The pre-school is immensely committed to working in partnership with others and takes a lead role in establishing an effective working relationship. For example, with other settings a child currently attends or has done so in the past to ensure continuity of care and education. There are well-established channels of communication between all partners involved with individual children such as speech and language therapists, social and health services.

Partnership with parents and carers is extremely good and underpins the successful delivery of the Early Years Foundation Stage, having a very positive impact on children's safety and well-being. The pre-school provides tailored guidance and information about ways in which parents and carers can support their child's learning across different areas. Parents and carers are extremely involved through different fund raising events and their thoughts and ideas are taken on board. Many parents commented on the staff's dedication, the wonderful environment, and how their child had developed whilst in the pre-school.

Children find their playroom attractively set up when they arrive, with plants, scarves and mats to create a calm relaxed environment. The setting is very well resourced and children can make choices about their play from the activities. In addition children are included in the planning to ensure the range of resources supports the needs and interests of all children. All children are occupied and involved in a varied range of stimulating activities, consequently children can play and feel safe and secure in the environment.

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

Children are very confident and settled, they happily play independently when a familiar adult is around. The staff have an exemplary understanding of individual

children's needs. Consequently, this enables them to make outstanding progress in their early development through a balance of adult-led and child initiated activities. Children benefit from the management and staff's very good knowledge and understanding of the six areas of learning. Observation and assessment are linked to planning which is flexible, responding to children's individual interests, their starting points and their capabilities. Excellent photographic evidence shows children participating in many activities, such as painting, cooking and outings to a local forest school. The high adult interaction and very organised routines enable the children to feel safe to explore their environment such free-flowing in and out of the garden to access more resources.

A wide range of good quality equipment and resources are easily accessible to the children. However, equipment to promote children's physical ability to stop, start and manoeuvre when playing, such as using wheeled toys is limited. Overall children have fantastic opportunities to develop their physical skills in the naturally resourced outside area. They have enormous fun painting logs and enjoying the feel of wet paint on their hands or searching for buried numbered 'treasure' in the sand pit. Children benefit from the opportunity to investigate the natural worlds, for example to understand the effect of the sun and wind on chimes and a solar powered water fountain. In addition, there many fun opportunities for children to learn about sustainability as they use boxes to create castles or yogurt pots to make a caterpillar.

Children are developing skills they need for the future as they have access to resources that they recognise such as a camera or mobile phone, as well as the use of a computer. They are becoming confident and competent in communicating, as the staff are skilled in extending children's language and thinking as they play, talking about mixing colours of paint together to get a desired effect. Children's communication, language and literacy skills are strongly promoted. Story and information books at various levels of ability are easily accessible to the children. At the end of a busy afternoon children 'snuggle up ' on the sofa in the quiet book corner with staff to listen to a well told story.

Children show a very good awareness of what constitutes a healthy lifestyle as they adopt exceptional personal hygiene routines. For example, very young children, without prompting, know to wash their hands before snack time. Children's individual dietary needs are well promoted. Children are able to make choices at snack time from healthy options such as crackers, cheese and fresh fruit and vegetables. Water and milk are offered to drink. The manager has a comprehensive practical understanding of nutrition and the requirements of a balanced diet which she uses to advise parents on healthy eating for their child at home, as well as in the setting.

Children's safety is of paramount importance. Children learn about keeping safe as they take part in regular fire evacuation drills. Children feel safe and secure as there are clear boundaries of behaviour, which the children have been involved in formulating. Staff management of children's behaviour is very good, consequently there are few incidents of negative behaviour. Children relate well to their key person who oversees their progress and needs. Children's confidence and self-esteem is extended by staff's constant praise and encouragement. In addition,

there is a 'wow board' where staff and parents write out children's significant achievements, for example when a child has completed a complex jigsaw or learnt to write their name.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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