

# Compton Pre-School

Inspection report for early years provision

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**Unique reference number** 507897  
**Inspection date** 11/01/2012  
**Inspector** Melissa Cox

**Setting address** Burrell Road, Compton, Newbury, Berkshire, RG20 6NP

**Telephone number** 01635 579171

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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

Compton Pre-school first opened in 1968. It is operated by a committee made up of parents whose children attend the setting. The pre-school uses the Coronation Hall in the village of Compton, near Newbury, Berkshire. There is an enclosed garden for outdoor play. The pre-school supports children with special educational needs and/or disabilities. Support is also offered to children who learn English as an additional language. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is registered to care for a maximum of 20 children under eight years, all who can be in the early years age range. There are currently 22 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The intake of children reflects the local community.

The pre-school is open during term time only, on each weekday mornings from 9.30am to 12 noon. On Monday, Wednesday and Thursday there is an extended session available until 2.30pm. There are five staff and of these two hold degree level qualifications and ones hold an appropriate early years qualification. One member of staff is currently working towards gaining a recognised qualification and another is working towards her Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure because the staff know and care for each individual well. Activities generally interest children and support their learning and development, though assessments of their progress lack some consistency. Parents are regularly informed about the provision and their children's achievements. The new manager and staff team are committed to continuous improvement and show an adequate capacity to achieve this. They are beginning to evaluate the pre-school, though this is not yet sufficiently robust to identify and address all weaknesses. As a result, they have failed to meet two welfare requirements relating to health and safety.

## What steps need to be taken to improve provision further?

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

- review the risk assessment regularly at least once a year or more frequently where the need arises; ensure the risk assessment identifies aspects of the environment that need to be checked on a regular 20/02/2012

basis; maintain a record of these particular aspects; when and by who they have been checked (Suitable premises, environ. & equipment)

- ensure written parental permission is requested for all children at the time of the child's admission, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the pre-school's strengths and priorities for development that will improve the quality of provision for all children
- check that there is greater consistency in the use of observations and assessments for planning activities tailored to the needs and abilities of individual children.

## **The effectiveness of leadership and management of the early years provision**

Staff have accessed child protection training and have a good understanding of the procedures to follow if they have a concern about a child in their care. All of the team have a secure knowledge of child protection recording and reporting procedures. Staff are proactive during the session to ensure children's safety and conduct daily safety checks on all areas used by the children. Adequate written risk assessments are in place to identify and minimise hazards. However, while these risk assessment documents are reviewed annually by staff and the committee, a review does not routinely occur after an accident or incident. This is a breach of welfare requirement. Fire evacuation procedures are regularly practised and logged, which contributes to children's safety. Suitable recruitment and vetting procedures ensure the suitability of staff to work with the children and a record of all visitors to the setting is kept. Records and other necessary documentation have been recently reviewed as part of the ongoing action plan for improvement. Most documentation is in place to support the welfare of the children. However, staff do not request written parental permission for emergency medical treatment and advice for all of the children in their care. This may compromise their good health and is a specific legal requirement.

Indoor and outdoor space is utilised to mostly support children's learning and play opportunities. Children enjoy easy access to resources that suit their individual needs, interests and abilities. Staff support their play and learning to a satisfactory level. Partnerships with parents and carers are good. There is a beneficial flow of communication on a daily basis and through newsletters or topic work. This helps to ensure that children's needs continue to be met in a consistent manner. The parents speak very highly of the safe, secure and caring environment the staff provide. Children's achievements are shared through the displays of work and photographs. There are suitable links with the neighbouring primary school to

ensure effective transition arrangements. Links with other early years providers that children attend have yet to be firmly established. The pre-school works closely with parents and other agencies to support children with additional needs, including English as an additional language.

The way in which staff evaluate the effectiveness of the pre-school is satisfactory overall. The new manager, staff and committee are committed to providing improved outcomes for children. They seek and follow advice from the local authority. Areas for development within the pre-school have been identified and acted on accordingly. The action plan and current practice clearly demonstrate satisfactory capacity for improvement. However, self-evaluation does not fully extend to monitoring the effectiveness of the activities on offer. This is to help ensure that all children participate in a full range of experiences that support their individual learning. Suitable progress has been made in addressing the actions and recommendations set at the last previous inspection. As a result, children are now being cared for by suitably qualified staff.

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

The children enjoy their learning and make suitable progress because they are happy and well cared for. Staff provide children with a suitable range of play opportunities, activities and resources that support their learning and development. Staff demonstrate a suitable understanding of the Early Years Foundation Stage. They plan a reasonable balance of adult-led and child-initiated activities. Appropriate new systems are in place to observe, assess and plan the next steps in children's learning. Records show examples of the children's steady progress through written observations and photographs. However, staff have yet to ensure that there is more consistency in planning activities tailored to the needs and abilities of individual children.

Children feel safe and secure in the setting, because staff relate warmly to them and provide a reassuring presence throughout their routines and activities. They develop their confidence and self-esteem as they are supported by staff who are caring and interact positively with them. Supervision is good and children are supported to explore and investigate the many pieces of equipment that are readily available. Children are very confident when exploring the environment. They enjoy rolling down the slope in the garden area or snuggling up on the cushions indoors to read a book with a friend.

Children develop their speech and language appropriately with free access to books and by listening to stories, songs and rhymes. Staff support children well by sitting with them, joining in their play and talking to them to extend their communication skills. Children listen to and follow instructions about tidying toys away, lining up and following routines. Children experience creative, messy and imaginative play through different media. They paint, draw, glue and use their senses to explore sand, water and pasta. Children learn about the wider world as they celebrate different festivals through the year.

Children concentrate when playing and thinking critically of how and why things happen. For example, a group of children use large wooden blocks to construct a series of ramps and balancing beams. They take turns in challenging each other to complete the obstacle course without touching the ground. Children have some opportunities for mark making. They practise their early writing skills indoors using various writing resources, although this is not always extended routinely to play outdoors. Children demonstrate a good sense of responsibility for their behaviour. They are polite and show kindness towards one another. They respond favourably to praise and encouragement from staff, which builds their confidence and self-esteem. The main rules of the setting, that include taking turns, being polite and sharing, are well understood and form the basis for developing future social skills.

Children's good health and well-being is positively promoted. A healthy and varied snack menu is beginning to build children's understanding of healthy eating. Children demonstrate a growing understanding of personal hygiene through established and suitably organised daily routines. The staff demonstrate a good commitment to sustainability as they encourage children to use recycled materials in their play. Children experience a suitable range of regular activities, both inside and outside, which develop their coordination and balance skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment)(also applies to the voluntary Childcare Register). 20/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 20/02/2012