

Padnell Pre-School

Inspection report for early years provision

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Inspector Lynn Reeves

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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

Padnell Pre-School originally opened in 1971 and was re-registered in 2011 as a Company Limited by Guarantee. It operates from a single storey building in the grounds of Padnell Infant School, Cowplain, Waterlooville, Hampshire. There is a secure garden available for outdoor play. The pre-school serves families from the local community. It is registered on the Early Years Register to provide care for 30 children in the early years age group. There are currently 63 children on roll. The pre-school is open from Monday to Friday during term time only from 8:50am until 2.55pm. Children may attend on a sessional or full-time basis and a lunch club is on offer. The pre-school receives funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are nine staff employed to work with the children, all of whom hold a relevant child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children are making excellent progress as they take part in an extensive range of experiences and activities. Staff recognise the uniqueness of each child and meet their developmental needs highly effectively in excellent partnership with parents and carers. Children are safe and secure and their welfare needs are met exceptionally well. All children are fully supported by the enthusiastic and dedicated staff. Children are developing excellent self-care and communication skills in this supportive and welcoming environment. All staff work together closely to identify and address any areas for development, continuously driving improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- helping children to find out more about the environment, with particular regard to recycling.

The effectiveness of leadership and management of the early years provision

Staff are meticulous about keeping all necessary documentation which helps to promote children's welfare. Comprehensive policies and procedures clearly set out how the provision operates and what safeguards are in place to protect children.

Staff have completed safeguarding training and have an excellent awareness of the procedures to follow should they have any concerns about a child. There is a robust system in place for ensuring all adults are vetted and suitable to work with children. Comprehensive risk assessments are in place and staff give safety and security the highest consideration. They gently remind children about moving sensibly, while thinking about their own and other's safety.

The staff have extensive knowledge of the Early Years Foundation Stage and the early learning goals. They use this to help children make excellent progress in all areas of their learning. Staff continually update their knowledge through further training. Staff monitor children's progress carefully and continually evaluate their own teaching methods. All staff are fully involved in reflecting on what works well and in addressing any areas that needs further improvement. The pre-school has an excellent capacity and drive to improve.

Staff deployment is excellent. They supervise children carefully and offer extensive support and encouragement throughout the day. They sit down on the floor and take part in the children's chosen activities but also know when to stand back to let children's play develop undisturbed. Staff have a very good understanding of equality and diversity, enabling them to provide an excellent service which is inclusive for all. Children develop an extensive understanding of the wider world through taking part in planned topics and themes. These cover festivals from around the world, food-tasting activities, dressing up in various costumes and meeting a diverse range of visitors. The pre-school is welcoming to all with plenty of positive images of ethnicity, gender and disability displayed around the premises. Children with special educational needs and /or disabilities and those who speak English as an additional language are identified and supported extremely well.

Children's creations adorn the walls, strongly developing their sense of belonging and achievement. All toys and equipment are displayed at low level and clearly labelled; this enables children to select the resources independently. This very effectively promotes their freedom of choice and decision making skills. Children benefit greatly from the outdoor free flow system which is enriching and stimulating.

The pre-school communicates exceptionally well with all parents, enabling them to work together in close partnership. Parents are provided with excellent information through consultation, newsletters, termly meetings and children's learning journals. They are encouraged to help out during the sessions, support fundraising events or borrow books to read with their children at home. A digital photographic display unit in the foyer shows the activities the children have taken part in. Home visits are on offer for new starters. Key persons make themselves available to talk to parents and additional information is shared at handover time. Excellent transitional procedures are in place to help ensure that children feel comfortable to move onto school. Staff have set up excellent links with other early years providers that the children attend and outside professionals to help ensure consistency of care and learning.

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

Children are making excellent progress in their learning and development. Staff make meticulous observations of children's progress which are carefully evaluated to see what they need to do next. This information is used to plan stimulating activities to help the children make individual progress. Children build very positive relationships with each other and the adults around them. Staff listen to the children as they talk and ask them about what they are doing or trying to achieve, to encourage them to think for themselves. The children explain how they are trying to turn the water different colours for the car run. They confidently fill their buckets with water and add powder paint. They talk about how heavy the buckets and trays are and say that they will be careful not to spill any water. Children are developing exceptional self-care skills. For example, they independently attempt to put on their outdoor clothes and wellies and instinctively wash their hands after painting and before eating their snacks.

Children are developing excellent skills for the future. They are developing their mathematical understanding as they count how many things they have cooked in the role-play area and the difference in the sizes of the cakes they have made. They use a comprehensive range of programmable toys that help them learn about information and communication technology. They learn to link sounds and letters and confidently find their names on arrival and on the snack table. They thoroughly enjoy the 'language and listening' group activities. The introduction of 'Chatterboxes' has encouraged children's speech and language with activities they can do at home. Children confidently chat to each other and adults around them. They love reading stories to each other in the newly organised book area. Children relish using their imagination and display creativity as they paint and use glue sticks to add beads to their collages and pictures. Some enjoy painting their hands and making prints on the paper, while others find the scissors to cut out shapes and designs to stick on their pictures.

There is a calm atmosphere and children remain busy, moving from one activity to another. They build positive attitudes to learning, by enthusiastically experimenting with the equipment and resources. For example, they laugh with excitement as they dress up in costumes and clip clop around in the high-heeled shoes. Festivals from around the world are celebrated with food, music and artwork throughout the year. They grow their own vegetables and enjoy learning about nature when they go on bug hunting exhibitions in Joey's Field. Some discussion takes place at snack time regarding the compost heap that is kept outside but children do not learn fully about the recycling of the waste paper or the fruit peelings that they throw away.

Children have an excellent awareness of how to keep themselves safe and healthy. They complete their own risk assessments, using wipe boards to tick off any potential hazards they might see. They find their own healthy snacks that they have brought in from home from their individual trays. They serve themselves, skilfully pouring their own drinks or using the water cooler. Children play a very positive contribution to the setting. For example, they learn great respect for each other through learning to play collaboratively. Their behaviour is exemplary. They

are confident and articulate, able to express their needs and feelings and to ask questions.

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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