

# Poundfield Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	108438
<b>Inspection date</b>	03/05/2012
<b>Inspector</b>	Hayley Marshall

<b>Setting address</b>	The Community Hall, Radcot Close, Maidenhead, Berkshire, SL6 7UJ
<b>Telephone number</b>	01628 621130 or 673571 (pm)
<b>Email</b>	
<b>Type of setting</b>	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**

Poundfield Pre-school registered in 1977 and is run by a parent committee. It operates from the main room and enclosed outdoor area of the Poundfield Community Centre in the Furze Platt area of Maidenhead. Children attend from the local area and surrounding communities.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children under eight years may attend the pre-school at any one time and all can be in the early years age group. There are currently 21 children on roll aged between two and a half and four years. The pre-school is open each weekday from 9.15am to 12.15pm during term time only. A lunch club operates Monday, Wednesday and Friday from 12.15pm until 1.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff currently support a number of children who are learning English as an additional language. The pre-school employs four staff who all have appropriate qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and feel secure at the pre-school because staff have an accurate understanding of their individual needs. Children are making good progress because staff extend their learning through play. Children feel safe because there are thorough systems in place to maintain a safe environment. The staff develop effective relationships with parents and mostly sufficient partnerships with other professionals involved in the care of children. Resources are stimulating and generally engage children in all areas of their learning. Staff address identified weaknesses and have accurate evaluation systems, demonstrating their good capacity to maintain continuous improvement.

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

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

- extend the links with other professionals who might be involved in the care of children to provide continuity in children's care and learning
- develop children's opportunities to use their imagination by providing a greater variety of resources in the role play area.

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

Effective systems are in place to help keep children safe at the pre-school such as regular risk assessments and thorough daily checks of the premises. A robust induction process helps to check that those who work with children are suitable to do so. Staff have secure knowledge and understanding of their role in safeguarding children. They are confident about the steps to take if they have concerns for the welfare of a child. Staff gather information about children from their parents when they first start the pre-school to enable them to meet individual needs.

The pre-school leader is effective in motivating the staff team, who are enthusiastic about their work. Low staff turnover and high morale amongst the team means they consistently build upon areas of strength. Staff identify weaknesses, such as developing the use of the outdoor area. Plans to overcome this are challenging yet realistic to bring about improvements for children in this area. Self-evaluation involves staff and children and is successful in making and sustaining improvements.

Children benefit from many well-chosen resources, which staff use creatively to further children's learning and development. Committee members contribute resources that children thoroughly enjoy using. In the outdoor area, for example, they count ten green bottles hanging on the fence and indoors count knitted speckled frogs. Children enjoy their learning because they make many choices about what they play with. Resources support children's development in all areas of learning. However, on some days resources for role play in the home corner do not stimulate children's interest and imagination. Staff are taking good steps to make sure resources are sustainable by providing cardboard boxes for children to play with and by growing vegetables for snack time.

Staff support children to develop a good understanding of the diverse world in which they live. They celebrate different festivals and occasions such as Eid, American Independence Day and St. George's Day. This helps children understand about different celebrations that are important to others. Books are available in dual languages to help all children to develop early reading skills. Positive images of groups in society are on display to help children to gain an understanding of difference. All children make good progress in their learning and development because staff are quick to identify when they might need additional support.

Appropriate links with local schools support children when they progress in their education. Staff are also making initial links with other settings children attend. However, these partnerships are not developed enough yet to be really impacting on the children. Partnerships with parents are very positive. There are good opportunities for parents to share their views, for example by joining the parent committee. A regular newsletter and parents' evenings keep parents up to date with developments in children's care and learning. Parents value the pre-school and say they feel supported by the friendly and caring staff. As a result, parents

feel included and welcome.

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

Children are making good progress in their learning and development and they enjoy their time at the pre-school. Thoughtful learning experiences and activities keep children engaged and develop their ability to think critically and creatively. Positive staff interactions support children in their learning and help them to move forward with their ideas. Children play well together and are polite and respectful of each other creating a good environment to learn and develop. They are eager to come to pre-school and excited to find activities they can choose to play with. They move around the pre-school purposefully and generally enjoy the activities.

Children have good opportunities to develop their early writing and reading. They understand about printed words because there are labels on familiar items. Staff encourage children to write their names on their pictures. Children use technology in fun and interesting ways such as, by driving remote controlled cars around the pre-school. Children negotiate turn taking and cooperate well with each other when a child has something another one wants. Children are inquisitive and ask questions about things they would like to know more about, helping them to develop good skills for their future learning. The calm and friendly atmosphere in the pre-school helps children to settle quickly when their parents leave in the morning. This helps children to feel safe and secure. Strong relationships with staff give children a sense of belonging and in turn lead to children behaving well. Children undertake small tasks such as hanging up their own work, helping them to feel independent and building their confidence.

Children engage in a wide range of physical activities. Indoors they use a climbing frame to develop strength and coordination. When they choose to go outdoors, they balance along planks of wood and jump on stepping-stones. This helps children to understand that exercise is part of a healthy lifestyle. Those who are able, manage their personal hygiene well by washing their hands and using the toilet independently. Younger children are becoming aware of their own needs and tell staff if their nappy needs changing. Children help themselves to a drink of water when they become thirsty and enjoy healthy snacks. Children gain a good awareness of healthy food choices by growing their own vegetables. They have real fruit and vegetables in their shop area, which they can eat.

Children know what is expected of them because there are clear rules in the pre-school. Children are encouraged to take managed risks such as climbing on the climbing frame and using tools. Children use scissors and hole punchers skilfully because staff support them and show them how to do so safely. Children behave well and staff encourage children's positive behaviour by identifying possible causes of conflict in advance and taking action. Children enjoy challenging themselves such walking backwards down a plank of wood and are confident in their own abilities. As a result, children feel safe when they are at the pre-school.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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