

Furzton Tots Preschool

Inspection report for early years provision

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Inspector

Aileen Finan

Setting address

Ridgeway Community Centre, 33 Dulverton Drive, Furzton,
MILTON KEYNES, MK4 1NA

Telephone number

07877012261

Email

furztontots@btinternet.com

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

Furzton Tots Pre-School is privately owned and registered in 2008. The pre-school was re-registered in 2011 as a limited company. It operates from the main hall in the local community centre in Furzton, close to the centre of Milton Keynes. There is an enclosed area for outside play. Children attend from the local community and surrounding areas for a variety of sessions. The pre-school is open each weekday from 9.15am to 11.45am and from 12 noon to 2.30pm during term time. A lunch club is available to families who require it. The pre-school provides funded free early education for three- and four-year-olds.

The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is registered to care for 37 children under eight years; of these, 35 may be in the early years age range. There are currently 60 children on roll in the early years age group, some in part-time places. There are eight staff working directly with the children, including the manager/owner. Of these, seven hold appropriate, childcare qualifications or are about to complete their qualifications. The pre-school supports a number of children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are supported by caring staff's sound knowledge of their development though systems to plan their individual learning are not yet well established. Partnerships with other providers and agencies support children's continuous well-being and parents are positive about the care which suitably meets their children's needs. Children are kept safe and some aspects of their health are soundly promoted but policies and procedures about day-to-day practice are not freely available to families. Children make sound progress in their learning overall, although are not well extended in aspects of communication, language and literacy, problem solving and extending knowledge. Staff take onboard what they need to do to secure and enhance practice and outcomes for children so future plans show suitable capacity for improvement.

What steps need to be taken to improve provision further?

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

- extend the systems for planning so that children's individual interests and developmental progress are better evaluated and support their individual needs as they progress towards the early learning goals
- extend children's learning through using language about shape, space

and measure; play opportunities to link sounds with letters and explore the meaning of ideas, words, feelings and experiences; and opportunities to be curious, ask how things work, look at patterns and change and use simple tools, techniques and resources to make them more inquisitive

- enhance the systems in place so that parents are more aware of the procedures which keep children safe and healthy and support their well-being and how they can support the continuity of children's learning at home
- encourage routines that enable children to gain concern for their own personal hygiene.

The effectiveness of leadership and management of the early years provision

The staff suitably meet safeguarding arrangements and their duties. They routinely attend first aid and safeguarding training. They are aware of procedures to take should they have concerns about a child and understand their responsibilities to liaise with the appropriate child agencies. Recruitment practice is effective and staff follow a secure induction process. Policies and procedures are soundly used to support children's safety. However, although discussed with parents on children's admission, the pre-school does not systematically and regularly share its policies with parents. As a result, not all parents may be well aware of the procedures which support children's well-being. Staff appropriately record risk assessments and daily checks, records of children's attendance, any accidents and medication administered.

Staff work hard and have helpful relationships with one another. They are motivated to seek further improvement and focus on implementing these improvements, which include restructuring the lunchtime routine and enhancing the outdoor environment. The owner-manager and her deputy are committed to supporting their staff and enhancing the outcomes for children. They have soundly considered their strengths and how they will evaluate their ongoing practice.

The pre-school communicates soundly with other partners, such as feeder schools, and with other agencies, including speech and language therapists, and partnerships are satisfactorily establishing. Relationships with parents are suitable and, overall, parents are positive about the care that their children receive. As yet, however, the pre-school does not routinely seek the views of parents formally. Systems to support parental understanding of the Early Years Foundation Stage framework, and how they can be involved more in their children's learning, have not yet been explored. Parents feel welcome and acknowledge that staff are warm and caring and have supportive relationships with their children which, in turn, help children to settle and be happy in their surroundings.

Staff understand children's backgrounds and provide children with some opportunities to develop their understanding of diversity. The pre-school promotes equality appropriately. Activities and resources are open to all and systems to identify any child needing additional support through other agencies are in place. However, although policies and procedures are used to promote an inclusive environment, these are not readily available to parents; staff have not yet well

established systems to consistently plan for the needs of individual children. Resources are cared for well and children can access toys and choose their play. Staff deploy themselves appropriately which mean that children are safe and training for staff is cascaded down, in order to extend staff awareness and development.

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

Overall, children make sound progress in their learning in relation to their starting points and capabilities. They are happy and settled at the pre-school and enjoy their time spent with friends and staff. Children are confident and happy to choose their play. The hall is set up for children on their arrival with toys and resources that cover all areas of learning. However, staff miss opportunities to enhance children's learning. For example, when reading a story at the end of the morning session, the activity is rushed. Chances to explain the meaning of words and phrases, share experiences or to practise sounds and letters are not well used. Likewise, staff overlook everyday opportunities to help children identify two and three dimensional shapes and colours, to recognise, count and sequence numbers and use mathematical language. Consequently, these aspects of learning are less well planned for and opportunities for all children to develop and enhance their skills for the future are not well explored. However, children do have fun. They dress up in a wide range of role-play outfits, complete puzzles, draw and paint. Opportunities to talk to children about safety, especially when in the role play/home area during a make believe cooking activity, are helpfully instigated.

Children thrill at being outdoors, in spite of inclement weather. They freely move from the indoors to the outdoors and independently put on coats and boots to play outside. They giggle together as they jump in puddles, run about and take part in physical play. Outdoors, the staff closely supervise and interact with children supportively. However, indoor and, especially, outdoors experiences for children to be curious and inquisitive are fewer and, therefore, children are not well challenged. Staff have not well developed their skills to plan adult-led activities to enable children to be more active learners and develop skills to solve problems.

Children are developing a sense of their own safety. They take responsibility for this, for example, by helping to tidy up, and by hanging up their coats so that others do not trip over. After lunch, children understand to throw away any packaging and pack up their lunchboxes tidily. They display a sense of confidence and self-esteem and behave well. Children have positive relationships with one another and are starting to understand about the diversity of the world and the community they live in.

Children receive daily opportunities for fresh air and exercise. They are starting to understand about healthy lifestyles, for example, with reminders about eating a balanced diet and washing hands prior to snacks and lunch. However, children routinely share a towel to dry their hands. They are not reminded about their own hygiene, for instance, in covering their mouths when they cough in order to limit

the spread of germs.

Staff are aware of children's starting points through suitable systems which log children's initial capabilities in their welfare and development and of their family backgrounds. They have a sound knowledge of the Early Years Foundation Stage framework and make observations on children. Each child has a development record book, which is used to record their progress. However, planning is not centred on children's individual interests, engagement and individual progress. As a result, staff do not have a clear knowledge of how children are progressing, or of any gaps in their learning. However, children are able to work independently and enjoy their time at the pre-school. Helpful arrangements are in place to support children's transition from the pre-school to feeder schools.

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	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:

Met