

Gurnard Pre-School

Inspection report for early years provision

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Inspector Fiona Robinson

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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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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

Gurnard Pre-School was re-registered in 2012 due to a change of premises. It operates from a purpose built unit and an adjoining classroom situated in the grounds of Gurnard Primary School, on the Isle of Wight. Children attend from the school and surrounding area. There is ramped disability access to the building. All children have access to an enclosed outdoor play area and wooded area. The setting also has the use of the school hall, field and outdoor environment. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting may care for no more than 30 children under eight years of age at any one time. Currently there are 69 children on roll, of whom 54 are under five years of age and of these 31 receive funding. It is open each weekday from 8am to 6pm, during term time only. During these times a breakfast club operates from 7.45am to 8.45am; a pre-school from 8.45am to 3pm; and an after-school club from 3pm to 6pm. Children attend for a variety of the sessions on offer. There are 11 members of staff who work with the children. Of these, one holds an Early Years Foundation degree; one holds a BEd degree; one holds a National Vocational Qualification (NVQ) at level 4; four hold NVQs at level 3 or the equivalent and two hold NVQs at level 2 and are working towards Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision is good overall. Children behave extremely well and achieve well in a bright, stimulating environment. Excellent partnerships with parents and carers, the host school and outside agencies ensure that most of the children's individual needs and interests are effectively met. The setting recognises that greater use of technology resources and a sharper initial assessment might further benefit a few. Staff are very skilled at increasing children's understanding of keeping safe. The manager and staff evaluate the provision well and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology resources in activities to further support children's learning and development
- sharpen the procedures to assess children's knowledge and skills on entry to give a clear overview of the progress they make over time.

The effectiveness of leadership and management of the early years provision

Children's safety is protected extremely well because staff have an outstanding awareness of safeguarding and child protection issues and procedures. Comprehensive policies and procedures are fully implemented and risk assessments are carried out regularly to minimise hazards in the indoor and outdoor environments. Security is given a high priority and staff are deployed very effectively to ensure children are supervised fully throughout their time at the setting. Robust recruitment and vetting procedures ensure that staff working with or having contact with the children are suitable. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Children access a wide range of resources that are safe and suitable for their age. The manager and staff share the vision to provide quality practice and meet regularly to discuss planning and areas for improvement in their new accommodation. The experienced team have a very good awareness of strengths and areas of development, such as improving the layout and organisation of the outdoor area. There are good self-evaluation systems in place which have a positive impact on the children's experiences. The views of parents and children are taken into consideration and acted on. Staff promote equality and diversity to a very high level by ensuring that children are fully integrated into all activities and learn to appreciate the cultures around them. They provide excellent support for children with special educational needs and/or disabilities and for those who speak English as an additional language, so that they make similar progress to their peers. Staff evaluate their planning effectively; however systems for assessing the achievements of the youngest children are not fully developed to show their progress over time from their different starting points. Effective use is made of a good range of resources to meet most of the needs of the children. Planning indicates that opportunities are sometimes missed to make full use of technology, such as the digital camera and computer, which restricts children's development of these skills and opportunities to learn other skills through technology. Staff regularly monitor the children's activities and set challenging targets. Partnerships with parents and carers are outstanding. They say their children feel very confident, happy and safe, because staff have created a stimulating environment in which children can flourish and learn. Staff share information very effectively through comprehensive newsletters, informal discussions, the website and the parents' notice board. Parents feel that key staff keep them very well-informed of their children's achievements and value the consultation meetings and learning journeys which illustrate the children's progress and learning. They are extremely supportive of special events, such as the nativity held at the church, the Easter egg hunt and sports day. The partnership with the host school is also outstanding and children experience a smooth transition into full-time education, because staff run joint workshops for parents and information is shared very effectively. Staff work extremely closely with outside agencies to provide excellent support for children with special educational needs and/or disabilities, and those who speak English as an additional language.

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

Children benefit from well-organised, purposeful play and achieve well. Staff value the children's ideas and interests and include these in their activities. Themes such as 'All About Me', 'Spring and Insects' enhance the children's experiences. Children's behaviour is outstanding because staff have very high expectations and a consistent approach to managing behaviour. They boost the children's confidence and self-esteem by praising their efforts. Children respect the rules and boundaries which they helped to compile. They have excellent relationships with one another and older children support the youngest children extremely well in their play. Children share their resources very sensibly as they play games and cooperate very well in their activities such as printing symmetrical patterns of butterflies and insects. Staff promote children's independence extremely well by encouraging them to make their own choices and select their own play activities and resources. Children gain an excellent appreciation of the wider world through activities and festivals. They learn about the importance of Eid, Diwali, Easter and Christmas and the celebration of a wide range of festivals, such as the Chinese New Year and Shrove Tuesday. Recently children enjoyed making pancakes and participating in a pancake race as part of their Shrove Tuesday celebrations. Staff extend their awareness of the world by telling children about life in France, China and Australia. Children develop a good understanding of keeping themselves healthy. They learn about healthy eating and the importance of taking exercise. Their physical skills are developed well as they ride their pedalled vehicles, dance to music and balance on the climbing frame. Children make healthy choices at snack times and mealtimes are sociable occasions. They feel very safe and secure within the environment. They learn to use equipment very carefully as they prepare their own vegetable soup, fruit kebabs and sandwiches. Children benefit from talks on safety from the police and fire services and practise their road safety skills as they walk to the shops and church. Children experience a wide range of interesting activities and achieve well. Their communication, language and literacy skills are developed successfully as they re-tell the story of Goldilocks and the Three Bears through role play. Children enjoy mark making in foam and sand and most can write their own names by the time they leave pre-school. Creative skills are developed well as they mix colours, print patterns and paint their own self-portraits. Children enjoy searching for mini beasts and cobwebs in the wooded area. They enjoy building dens to play in and learning about the lifecycle of a butterfly. Most children can count up to fifteen and beyond and recognise two-dimensional shapes. They cooperate very well with the older children as they make models of volcanoes which erupt and pulleys which help baskets to go from the floor to the ceiling. Children enjoy learning about the world around them, looking at their reflections in puddles for example, and seeing how long it takes ice to melt. The older children enjoy playing football, creating dances and performing for one another. Overall, children are prepared well for future learning experiences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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

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