

Sturminster Marshall Pre-School

Inspection report for early years provision

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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

Sturminster Marshall Pre-School was established in 1973. It is run by a committee and operates from a self-contained unit in the grounds of Sturminster Marshall First School, near Wimborne, Dorset. Children have access to two secure outside play areas. The pre-school is open from Monday to Friday during term time and is open from 9am to 3pm. Children can attend a variety of sessions including the morning or afternoon. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged under eight years may attend at any one time. There are currently 35 children on roll aged from two to five years. Funding for early education is available for children aged three and four years.

There are three staff employed to work directly with the children. They are all qualified with relevant early years qualifications. In addition the pre-school employs an administrative assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and keen to learn in the inclusive and stimulating environment. Staff know the children's individual needs well and as a result children make good progress in their learning and development. Overall, staff organise the routines to meet the needs of the children. In general, there are good induction and appraisal systems to enable staff to carry out their role and responsibility. There are good systems in place to involve staff, parents and children in the decision-making. Consequently, they are well placed to make continuous improvement.

What steps need to be taken to improve provision further?

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

- give children time to pursue their learning without interruption, and to return to activities
- review the induction systems to enable all staff to have a clear understanding of their roles and responsibilities particularly with regard to bank staff.

The effectiveness of leadership and management of the early years provision

Staff demonstrate good knowledge and understanding of safeguarding children. The manager has attended many courses including Safer Recruitment. All staff update their training to keep their knowledge and understanding up to date. The

committee are aware of their responsibilities with regard to safeguarding children. Rigorous and robust recruitment and vetting procedures enable management to make sure staff are suitable for their role. There are clear induction and appraisal systems. However, at times some casual staff are not fully aware of their role and responsibility. Detailed risk assessments and daily safety checks enable staff to provide a safe and secure environment.

There are a good range of resources accessible to the children both in the preschool and the gardens. Staff provide good levels of support and are generally well-organised with the daily routines. However, at times the pre-school routine means that children are unable to continue with their chosen activity, as they are called away to have a snack or listen to a story. There is a good range of resources providing positive images of many aspects of our diverse society. These enable children to learn, respect and value others. In addition there are good systems in place for staff to gather information about children's individual needs to enable them to meet them.

There are effective systems to monitor and evaluate the provision. These include management and staff completing the Ofsted self-evaluation. Parents regularly complete questionnaires to enable them to be involved in the decision-making. Staff review the sessions to support children's interests within the planning. Visits from the early years staff provide opportunities to critically evaluate the whole of the provision. Consequently, staff demonstrate good understanding of the preschool's strengths and areas they need to develop.

Staff develop positive relationships with parents and carers. Policies and procedures enable parents to understand the staff's role and responsibility. There is good quality information about the pre-school provision and how parents can become involved in the setting. Parents report that they are pleased with the progress their children are making and feel the staff support the whole family. Staff have good relationships with the school and other early years professionals and providers. This supports a consistent approach to children's learning.

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

Children thoroughly enjoy their time at the pre-school. They eagerly peer through the window excitedly waiting to go in. Children quickly engage in a range of activities of their own choice. For example, a child is keen to show a member of staff how they can complete a 35 piece puzzle. At registration time children are eager to tell their friends their news. A child talks about how they have learnt to ride their bike without stabilisers. Another child talks about how they made a boat at home. Staff show genuine interest and help children in learning to take turns. Children understand when they hold 'Mr Tig Tog' a soft toy dog it is their turn to talk. After the register children are encouraged to count how many children are present.

Children enjoy being creative and making cards for their parents. A child asks for

help to write a message on the card and staff write it out for them to copy. The child shows good concentration writing the letters and drawing a picture for their mummy. Children thoroughly enjoy making models with recyclable materials. A child spends time making a duck pond. They find some card and paper, sticking it together before painting the pond blue. They decide the ducks will need help to cross the pond attaching wool. They tell an adult 'I can use tape to stick it down' demonstrating good knowledge of problem solving. Children show high levels of confidence to find resources they need to complete their models. Some children enjoy experimenting with paint, putting on their hands and making marks on the paper. In the outdoor play house children enjoy acting out familiar roles and confidently use the dressing up clothes and material to support their play. They invite adults to join in. Children show they are confident and independent learners demonstrating good skills for their future learning.

Staff have a secure knowledge of the Early Years Foundation Stage framework. Children have their own key person who works closely with their parents to complete observations and assessments. The information is used to effectively plan the next steps in their development. Children are encouraged to be involved in completing their learning journeys. A child asks a member of staff if they can take photographs to put in their learning journey. A member of staff finds the digital camera and the child delights in taking lots of different pictures and showing them to staff.

Children have good opportunities to learn about healthy lifestyles. They play in the fresh air on a daily basis and use the school field for further physical activities. They practice running races and jumping in and out of the hoops showing good control over their bodies. Children climb confidently on the climbing frame learning how to use equipment safely. Children benefit from healthy and nutritious snacks and are confident to independently pour their own drinks throughout the session. They know and understand the safety rules. A child confidently tells an adult, 'We need to sit on our bottoms and use our listening ears and not run indoors'. Children's behaviour is good. They show kindness towards each other. A four-year-old takes the hand of the two-year-old and shows them how to fill the watering can. A member of staff praises them, thanking them for being kind. Staff are positive role models and children benefit from their consistent use of praise and encouragement.

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	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	2
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

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	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

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