

# The Oval Pre-School

Inspection report for early years provision

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**Inspection date** 03/07/2012  
**Inspector** Christine Stewart

**Setting address** Wallasey Cricket Club, The Oval, WALLASEY, Merseyside,  
CH45 6UX

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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

The Oval Pre-School is a privately owned and managed setting. It opened in 1995 and operates from rooms within a cricket club building and there is access to an enclosed outside play area. The pre-school is situated in a residential area in Wallasey, Wirral.

The pre-school opens Monday to Friday during school term times. It is open every morning from 8.45am until 11.45am and on Tuesday, Wednesday and Thursday afternoons from 12.30pm until 3pm. Children attend for a variety of sessions. The pre-school is registered by Ofsted on the Early Years Register to care for a maximum of 25 children at any one time, all of whom may be in the early years range. It also provides funded early education for three- and four-year-old and supports children with special educational needs and/or disabilities.

There are eight members of staff, of these six hold appropriate early years qualifications at level 2 and above. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide an environment which is warm, welcoming and generally has adequate resources. They have a sound understanding of the Early Years Foundation Stage to support children's learning. However, the programme for planning does not encompass all areas of learning which impacts on children's enjoyment and progress. The systems to self-evaluate the setting in order to identify what is being done well and what can be improved have been initiated. Staff have reviewed many of the policies and procedures for the setting and have attended training to support their knowledge, resulting in better outcomes for children. Consequently, the setting has the 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:

- ensure individual children's next steps for learning inform future planning to support their progress and provide challenging experiences in all areas of their learning
- extend planned opportunities and increase resources to promote children's awareness of diversity
- improve outdoor planning to encompass a broad range of activities and experiences to promote children's enjoyment and learning.

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

Satisfactory procedures are in place to safeguard children from harm. Designated staff lead in safeguarding matters and all staff have an understanding of the safeguarding policy and procedures. Recruitment procedures ensure that the appropriate checks are carried out on staff to establish that they are suitable to work with children. Risk assessment of the premises helps provide a safe environment where action is taken to minimise risk.

Since the setting's last inspection, where three actions and three recommendations were raised, there has been an improvement in practice. The actions have all been completed, one recommendation has been fully met and two recommendations remain as areas to improve. The self-evaluation process has been initiated with support from the local authority and has brought about improvement. For example, staff have attended first aid training and other relevant workshops to improve outcomes for children. The setting has improved the arrangements for observations and assessments but these are not fully used to assist in planning enjoyable and challenging learning and development experiences.

Staff use their knowledge and skills well to support and encourage the children during their play. The effective deployment of toys and resources ensures they are easily accessible to the children and there is no gender bias. Children enjoy some activities that include the celebration of festivals, such as Chinese New Year, to help them to learn about different cultures and beliefs. However, overall there are few resources or planned activities available which help children become aware of diversity and uniqueness. The setting endeavours to be inclusive although it may not be accessible to all. The setting operates for part of the year from the first floor of the premises which is accessed by steps. Partnerships with parents are established and parents say they are 'very happy' with the care and education their children receive. They are satisfied that they receive sufficient information regarding their child's learning and development. They state that staff are approachable and feel they have secure partnerships in place to share information to support their child's progress and well-being. Staff work with other professionals to ensure any required support systems are in place for children and families.

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

Staff have a sound knowledge of the Early Years Foundation stage and how children learn. However, they are less confident in their recording systems to assess and plan for children's progress. Therefore, it is difficult to ascertain if children receive a good balance of experience and progress in all areas of learning. Children confidently arrive at the provision and settle quickly, finding their friends and exploring the activities which are set out. They are familiar with the routine and participate at group times. They are eager to respond to the questions to complete the 'My Calendar' chart and confidently inform what the month of the

year is.

Children are confident communicators. They practise their speaking and listening skills through interaction with staff and other children, and involvement in activities. For example, they play the 'listening game' and jump inside the circle if the information the member of staff is describing is related to them. Children relax and enjoy looking at books either independently or as a shared experience with staff. Children of all ages enjoy mark making using a variety of suitable materials, such as chalks, paints and pens. Children count and demonstrate their understanding of number and size in everyday play. For example, they count the stones in the sand tray and sort out the plastic elephants into groups of the same size. They explore volume when filling their cups very carefully from the water dispenser to prevent the water from overflowing. Older children develop computer skills, having good control of the mouse to complete the programmes. Younger children develop a suitable understanding of technology as they have access to interactive resources and resources that demonstrate cause and effect. Through art work, music, role play and small world play children have opportunity to express their creativity. Visitors to the setting, such as a dentist and a librarian, develop children's understanding of the wider community and enrich their learning.

Children are offered healthy options at snack time and can access water from the cooler whenever they need hydrating. However, the opportunity for children to benefit from exercise in the fresh air is not sufficiently planned for. This limits children's opportunity to enjoy physical play outside and restricts some children's preferred learning environment. Children learn to keep themselves safe when they practise fire drills, and are encouraged to 'tidy up' to keep the environment safe. They behave well as they negotiate, share toys, take turns and show consideration for each other. Staff provide lots of praise for children's efforts to develop their confidence and self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children develop skills for the future	3

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