

Bordon Garrison Preschool and Creche

Kildare Road, Bordon, Hampshire, GU35 0HL

Inspection date	23/04/2013
Previous inspection date	28/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's individual needs are well met because staff work closely with families and other agencies to safeguard children's welfare.
- Staff plan a wide range of activities that help children make good developmental progress and gain the skills they need for their future and starting school.
- Children show enthusiasm and independence during their play, due to the good range of accessible resources available, both indoors and outdoors.
- Children develop a positive awareness of difference, due to the good range of activities, displays and resources that reflect different languages, culture and the local community.
- Children make good progress in relation to their developmental starting points because staff work closely with parents to identify and close gaps in their learning.

It is not yet outstanding because

- Staff do not take all opportunities to enhance babies' exploration through opportunities for them to move freely between both playrooms and the outside play area.
- Staff do not always encourage children to extend their literacy skills in all possible ways.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, pre-school room and outside play area.
- The inspector completed a joint observation with the manager of the provision in the baby room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan .
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Bordon Garrison Pre-school and Creche registered in 1989. It operates from a building which is part of the Garrison community and located in Bordon, Hampshire. The provision serves Bordon Garrison and the local community and is run by a voluntary management committee. Accommodation includes six playrooms of which have access to outdoor play areas. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 122 children on roll in the early years. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities. The provision opens five days a week during school term times. Sessions are from 7.30am until 5.30pm. It includes a breakfast and after school club for older children of siblings who attend the provision. There are 24 full and part time staff working with the children, of whom 22 hold early years qualifications at National Vocational Qualification (NVQ) Level 2 and above. The provision receives support from a teacher/mentor from the local authority and has close links with Bordon Infant School.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance babies exploration through opportunities for them to move freely between both playrooms and the outside play area.

- strengthen the opportunities for children to hear and say the initial sounds in words and learn to write their name and other familiar words.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in relation to their developmental starting points, because staff have a good knowledge of their individual needs and abilities. They work closely with parents to identify and close gaps in their learning. The provision offers a book and toy lending library, which helps parents to extend their children's learning at home. For example, there is a silly soup game with guidance for parents to use that promotes children's language development. Staff have a good knowledge of the next steps for children's learning. They observe children's individual progress and achievements and know when they are ready to move into older age groups. They plan a wide range of

activities that help children develop the skills they need for their future and starting school. For example, children develop their imaginative skills as they make rockets and cars from large cardboard boxes and use books to create displays and act out stories. These include stories about bears going on a hunt. Children taste food and make masks which they use to create their own dragon dances. These activities inspire children who do not usually join in music and movement activities, to take part. Children particularly enjoy the good opportunities they have to make independent choices in their play, which enables them to choose and use favourite resources.

Staff in the pre-school room make good use of the outside play area to extend children's learning. They arrange flexible indoor and outdoor space and resources, where children can explore, build, move and role play. Other group rooms have access to additional outside play areas. However, staff in the baby room do not fully enhance children's exploration, through making adjoining baby rooms and the outside play area accessible throughout the day. Children show confidence as they communicate with others during their play. They talk about their plans during activities, for example, as together they decide to bury plastic dinosaurs in a container of soil. Staff 'tune in' to the different messages babies attempt to convey, talk aloud and repeat words back so they can hear them clearly. As a result, babies learn to make recognisable sounds and practise conversations. Children develop control of their movements, for example, as they climb in and out of cardboard boxes in the outside play area. They show good co-ordination as they throw and roll rubber hoops, use a climbing apparatus independently and ride scooters. Children enjoy listening to stories as they sit inside a large swing chair. They maintain their attention and join in familiar parts of the story as staff ask open questions. Children can recognise their name and some are beginning to learn letter formation as they make marks in shaving foam and wet sand. However, opportunities for them to hear and say the initial sounds in words and learn to write their name are not fully extended. As a result children do not make the best possible progress in their literacy skills.

Staff notice and respond to things that capture children's interest. For example, when they see shadows created by their movements on a brick wall in the outside play area. Staff join in and encourage them to create pretend worms using their arms. Children learn how things grow as they plant runner beans and cress in small pots. Staff invite parents and people from the local community to come into the provision and talk about their jobs. For example, the health visitor and police. Children know how to operate the computer and are keen to switch it on. Staff stay close to younger children and provide support and guidance. Consequently, all children show good control as they use the mouse to independently operate computer programs. They show enthusiasm as staff respond to their requests to use torches and magnifying glasses to search for spiders in the outside play area. Children explore a good range of materials that promote their sensory development and ability to make designs. For example, they use recycled boxes and glue to make constructions. They show excitement as they play with shaving foam and use it to form 'beards' on their faces. They explore the sounds of musical instruments and learn how to play them in time whilst singing during large group singing activities. These activities support children's exploration skills and their imaginative and creative development.

The contribution of the early years provision to the well-being of children

Babies show interest in others during their play. For example, they smile and giggle as they initiate games of peek-a-boo with other children playing inside an activity cube. They show confidence as they independently attempt new activities and explore different materials, such as gloop, paint, sand and water. Children form close relationships with staff and are happy to snuggle up with them on their laps during story times. Staff respond to their individual needs and show confidence as they manage children's age related frustrations and help them overcome minor incidents. Older children are generally well behaved, because they are familiar with what is expected during the daily routine. Staff set clear expectations that encourage children to co-operate, for example, when they need to be quiet and listen during large group story times. Staff quickly intervene when there are minor incidents and explain to children why some behaviour is unacceptable.

Children are provided with healthy and nutritious meals and snacks by an outside caterer. Their independence and self-help skills are promoted, as they serve themselves and clear away their plates after eating. Children's individual allergies and dietary needs are well known and adhered to. This helps to prevent any risk of allergic reaction. Staff follow good hygiene practices, for example, when changing children's nappies, which reduce the risk of cross infection. Children show enthusiasm and independence during their play, due to the good range of accessible resources available, both indoors and outdoors. For example, they enjoy relaxing with their friends, as they sit on fluffy cushions under a covered wooden arch. The outside play area includes climbing equipment that presents older children with sufficient challenge and there are planting areas with herbs to promote their sensory development. Children learn about their own safety, for example, as staff remind them not to run indoors and how to handle scissors and gardening tools carefully. Children with special needs are fully included in all activities. When they arrive at the provision staff help them to settle by making sure their favourite resources are available. Staff display words in many different languages and encourage parents to come into the provision and talk to the children about different cultural customs. For example, they explore how people they celebrate Christmas in Egypt. There are vibrant displays around the nursery which include artefacts and posters that reflect different races, cultures and customs. Consequently, children develop a positive awareness of difference.

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

Children's individual needs are well met, because staff work closely with families and other agencies to safeguard children's welfare. The provision currently provides some emergency placements for children in need. All staff attend local authority safeguarding training. In addition, the manager organises additional in-house training to ensure that her own and staff knowledge of procedures are kept up to date. Consequently, all staff have a good knowledge of the action to take if there is a concern, which includes regular liaison with social services. The manager is aware of the requirement to notify Ofsted of significant events. There are robust recruitment procedures in place that ensure staff are suitable to work with children., which include appropriate checks. The premises are safe

and secure, due to the alarms on every exit and the procedures for letting parents and visitors into the building. Staff make good use of risk assessments and daily checks of the premises to maintain children's safety. Children are well supervised at all times and any hazards quickly identified and removed. Staff have good regard for the confidentiality of information about children. All documents are stored securely to protect this confidentiality.

The manager and deputy manager complete observations of staff practice and give them feedback on their interaction with children and how practice can be improved. They review and monitor planning and children's assessment records and give staff ideas for extending activities. Staff evaluate planning and identify ideas for future improvement at team meetings every six to eight weeks. Recommendations made at the last inspection have been met. Parents views about the provision are sought through daily communication and parents meetings. The provision makes continuous improvement through identifying and implementing aims. Staff establish effective communication with other providers, schools and professionals in order to identify all children's needs and help them to make progress. Consequently, children's individual needs are well met and they receive continuity in their care and learning. Children with special educational needs and/or disabilities make good progress in relation to their development starting points. Staff communicate regularly with outreach workers and speech and language therapists to meet children's individual needs. They work closely with parents to identify children's next steps for learning that are achievable. Staff have established particularly good working relationships with the local schools, which helps children settle and provides a smooth move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	109860
Local authority	Hampshire
Inspection number	890943
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	122
Name of provider	Bordon Garrison Pre-school and Creche Committee
Date of previous inspection	28/03/2011
Telephone number	01420 472458

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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