

# Alverstoke Pre-School

Bury House, Bury Road, Gosport, Hampshire, PO12 3PX

<b>Inspection date</b>	10/06/2013
Previous inspection date	29/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff provide children with good role models as they get involved in their play and respond positively to their suggestions and ideas.
- Children are provided with a good range of activities and accessible resources that inspire them during their play.
- Children show a 'can do' attitude and are motivated and enthusiastic learners.
- The provision communicates well with parents and other agencies to meet children's individual needs.

### It is not yet good because

- The provider has had to take action to improve the security of the premises and the supervision of children.
- The pre-school have not fully developed their communication with some other early year's provision that children attend to provide continuity in care and learning.
- The resources available for children to travel around, under, over and through balancing and climbing equipment do not provide great challenges for some of the children.

## 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 indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at the history of concerns documentation, risk assessments, children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of parent's views spoken to on the day of the inspection and from documentation.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

Alverstoke Pre-School is a community group managed by a committee that registered in 1965. It operates from a large room in a community building in Gosport in Hampshire. The pre-school serves the local community and opens from Monday to Friday, term time only, from 9.00am to 3.30pm. Children can attend a variety of sessions. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 63 children on roll in the early years. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. The pre-school currently supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school employs 12 members of staff to work with the children, all of whom have appropriate early years qualifications to NVQ level 3 and above. One member of staff holds an Early Years Professional Status. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve communication with other early year's provision that children attend to provide continuity in their care and learning.

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

- develop the resources to extend children's ability to travel around, under, over and through balancing and climbing equipment.

### Inspection judgements

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

Children take part in a wide range of activities and experiences, as staff provide them with uninterrupted time to play and explore and make their own choices and decisions. Staff have a good knowledge of how to promote children's learning and development. They are observant of the choices children make, respond to their requests and provide support to help them achieve their aims. Consequently, children are enthusiastic learners. Staff plan first-hand experiences appropriate to the development of the children. For example, they provide lots of outdoor play, a wide range of materials and weekly outings for older children to a local meadow. Children learn to focus their attention and interact as part of a group during adult-led activities, which helps them to be well prepared for starting school.

Staff share summaries of children's individual development with parents on a regular basis, including the next steps for their learning. Consequently, gaps in children's development are reduced and they make good progress in relation to their developmental starting points. This is particularly evident for children who have special educational needs and children who are learning English as an additional language. The manager works closely with staff and the committee to organise special events for parents, with a focus on 'learning through play'. However, as these are not always well attended, the manager and staff are looking at how they can get more parents involved in other ways.

Children communicate well and show confidence as they talk with others during their play. Staff value children's contributions and ask open questions that help them to expand on what they say and use a wider range of vocabulary. For example, when children talk about recent experiences in their own lives, such as visits to the cinema and learning to play rugby. Children energetically run up and down the long outdoor play area, as together they play racing games. They successfully adjust their speed and avoid obstacles, as they jump on and off building blocks that are in their path. However, resources to extend the ability of older and more able children to travel around, under, over and through balancing and climbing equipment are not well developed. Staff actively encourage children's involvement and independence at snacktime. Children wash their hands, help cut up the fruit, pour their own drinks and wash their cups and plates when they have finished eating.

Staff are observant and responsive to children's interest in looking at books. Children develop pre-writing skills as they draw and make marks on cardboard boxes and on large chalkboards on the walls of the pre-school. Some children can write their own and other children's names with most letters correctly formed. Children count in numerical order and match shapes to objects, such as rollers and brushes on a board in the outside play area. Children learn about the features of living things as they take part in bug hunts, during all day visits to a local meadow. Parents are invited to attend annual outings to the meadow, where they support their children with pond dipping, camp fire cooking, bear hunts and learning about safety as staff light a fire pit. Children are beginning to learn about how to care for the environment through planned activities. For example, they weigh left over food at the end of the week and talk about how it can be re-cycled. Staff provide children with a good range of media and materials, both indoors and outdoors. They show great enthusiasm as they mix soil and water and fill and empty saucepans in an outdoor play kitchen. Children frequently use their imagination. They dress up in adult's shoes, set the table in the home corner with real crockery and use modeling dough to cook pretend food. Staff set up camps in the outdoor play area that inspire children to engage in imaginative play.

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

Children form good friendships with others. They often choose to play together in small groups and some hold hands as they walk about the playroom. Children concentrate and behave well during small and large group activities. This is because staff communicate with them in a positive way that encourages them to learn together and from each other.

They provide children with good role models as they get involved in their play and respond in a positive way to their suggestions and ideas. For example, they are happy to have their hair styled, as children decide to be hairdressers in the role play area. Children learn about healthy eating as staff encourage them to try a variety of fresh fruit at snack time and talk about healthy items in their packed lunches.

There is good range of stimulating resources which children choose to use in a variety of ways, both indoors and outdoors. Staff provide a positive environment for children and stimulate their interest through shared attention. Consequently, children show a 'can do' attitude and are motivated and enthusiastic learners. They often stay at activities, as they persist with achieving their aims. For example, they concentrate well when making designs using glue and glitter and building constructions from large blocks in the outside play area. Staff use these opportunities to teach children about their own and others safety. Children develop an awareness of difference through a range of experiences. For example, they try noodles and prawn crackers for Chinese new year, take part in Easter egg hunts a Spring Fare and activities related to St Patrick's and St David's day. Children have access to a good range of resources such as dolls, persona dolls, books and puzzles that reflect positive images of diversity. Staff invite parents into the pre-school to read books in some children's home languages. Consequently, children feel comfortable to talk to each other in their home languages during play. Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for starting school. They contact the local schools and arrange visits so that children become familiar with the environment and teachers.

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

All staff complete child protection training. Consequently, they have a good knowledge and understanding of procedures and the action to take to safeguard and promote children's welfare. The manager regularly reviews staff understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. All staff have appropriate checks completed. The manager uses effective recruitment procedures, supervision and annual appraisals to make sure that staff continue to be suitable to work with children. There are appropriate procedures to follow in the case of any concerns about staff suitability. Staff complete daily risk assessments, which generally maintain children's safety and security. However, the inspection was brought forward following concerns received about the setting and a notification from the provider. Ofsted were informed that, on two separate occasions, a child left the premises unsupervised for a short period. The inspection found that the provider has taken immediate action to ensure this does not happen again, firstly by improving door alarm systems and then by completing additional risk assessments. Children are now well supervised at all times, including times when they arrive and depart with their parents.

The manager works alongside staff to observe practice, including management of children's behaviour. Staff monitor and evaluate all activities at the end of each day and at staff meetings. They use this to inform planning and identify any resources and

adaptations needed. Consequently, children's activities are varied, generally challenging and meet their individual needs. The pre-school have also introduced an electronic tracking system that helps them identify if children are reaching expected levels of development. Since the last inspection, the manager has acted on advice from the committee and the local authority to drive continuous improvement. For example, a wall has been removed to make the play areas open plan. This has created more natural light, increased the space available and enabled all children to have direct access to the outdoor play area. Staff have reviewed and improved the play equipment and provided children with a much wider range of natural resources that promote their exploration and sensory development. As a result, the pre-school is now much calmer and the changes have allowed children to use resources in a more flexible way. In addition, the manager and one of the staff have applied and successfully received funding that has allowed them to attend forest school training. This has also enabled them to purchase car seats for transporting children to the meadow. Most recommendations from the last inspection have been met and there are clear plans in place for future improvement.

The special educational needs co-ordinator communicates well with other agencies and staff to meet the needs of children with special educational needs and/or disabilities. Consequently, children make good progress in relation to their developmental starting points. Staff are aware of other early year's provision that children attend. They talk to them about some aspects of children's individual needs, although this does not include regular contributions about how to complement children's learning. This reduces continuity in children's care and learning. Parent's comments during the inspection show they are happy with the pre-school. For example, they say 'my child has made good progress, has learnt a lot and is very confident because staff have brought him out of himself' and 'the staff are so dedicated and my child really loves them, I would recommend anyone to bring their child to the pre-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

<b>Unique reference number</b>	109780
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	917760
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Alverstoke Pre-School Committee
<b>Date of previous inspection</b>	29/01/2010
<b>Telephone number</b>	023 92526247

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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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