

Quetta Park Pre-school

Quetta Park Pre-school, Quetta Park, CHURCH CROOKHAM, Fleet, GU52 8TJ

Inspection date

12/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The staff are highly skilled teachers whose great enthusiasm truly engages the children in the activities.
- The educational programme is innovative and extremely well related to children's interests so they are highly motivated learners.
- There are superb systems in place to support children to settle well and develop strong partnerships with key staff.
- The development of partnership working with families and outside agencies to support all children is exceptional.
- Exceedingly good use is made of the outdoor space as an extension of the rich indoor learning environment.

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 indoors and outside.
- The inspector had discussions with parents, staff and some children during the inspection.
- The inspector sampled a range of documentation including children's records, policies and procedures, staff suitability and qualifications and development plans.

Inspector

Jill Steer

Full report

Information about the setting

Quetta Park Pre-school was established in 1989 and was recently re-registered under private ownership. It is one of four settings owned and managed by Aldershot Garrison Pre-school settings. The pre-school is located within an old school house on Quetta Park in Church Crookham, Fleet. Children have access to an outdoor play area. The pre-school is open each weekday from 9.15am to 12.15pm during school term times.

There are currently 21 children aged from three years to under five years on roll. Children who attend are from the local area, which includes both forces and civilian families. The pre-school currently supports a number of children with special educational needs and/or disabilities. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, two of whom, including the manager, are qualified to degree level. Three members of staff hold appropriate early years qualifications to at least NVQ level 3 and two others are working towards a qualification. The pre-school provides funded free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the programme for children's literacy development by modelling writing in preparation for school.

Inspection judgements

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

Throughout each session the children are fully engaged in a range of activities that interest them and capture their imaginations. They decide where they will play and staff are always nearby to support them if needed. When children first attend, the staff find out what they can do from the parents and complete an assessment after six weeks in the pre-school. This provides a clear picture of what each child can do in each area and aspect of learning, as a basis for planning the next stage in their learning. Parents continue to be involved as they use the 'sharing tree' to let the staff know what the children are doing at home so it can be extended in the setting. Parents regularly see the children's development records so they know exactly what progress they are making and can compliment the learning at home. This two way process effectively provides continual learning experiences for the children between home and the pre-school. Each child's key person keeps precise records of their progress in all areas of learning so they can quickly pinpoint any strengths or areas where they may be learning less. The learning chart

highlights all children's progress as well as each general area of learning so staff can monitor and amend the educational programme in specific areas. Most of children's learning is successfully based on their interests such as making a birthday party for the teddy bears. Staff are always nearby to offer support and suggest ways of extending the learning. For example, they remind children to count the birthday candles, work out what they can use as presents, wrap them up and have a menu to let people know what there is to eat. All children receive the support they need and some have one member of staff alone who concentrates on helping them overcome any hindrances to their learning. Children draw and write freely and in all areas of the pre-school. When they are outside in the shop, for example, and selling things to a member of staff and she asks for a receipt. Children move to the writing area and write a receipt for the £1 1 1 5 paid. Staff let children write in their preferred style, modelling writing for them to copy if they want to write their name for, example. However they do not use the writing style of the school children will go to so they are ready for the way they will learn to write. Staff are extremely aware that all children learn differently and at different rates. Staff's exceptional knowledge of how children learn enables children to explore their surroundings in a way that best suits them. For example, staff know some children spend time trying out different ways of doing things in the form of schemas. They actively encourage those who are interested in transporting things by providing lots of containers for them to fill and carry around, sometimes until they are overloaded.

Some activities are planned by staff specifically to address aspects of children's progress such as speech. Staff use innovative ideas such as blowing bubbles to encourage children to shape their mouths. Children learn to pronounce relevant words such as 'pop', 'bubble' and 'blow'. They soon become engrossed in the activity and the science of how bubbles work so the activity is expertly extended. Children question and learn why bubbles don't always pop when they land on surfaces that might be bumpy but wet and learn they need to blow gently to make the bubbles flow. But most amazing of all is when they stand inside a tray of bubbles and a hula hoop is gently pulled up around them until they are encased inside a giant bubble. This inspirational teaching truly inspires children to want to find out things through experimenting and questioning. Some aspects of learning are intrinsic parts of whatever they are doing. They count and calculate routinely, see text displayed and know that labels carry information. The superior skills of the staff mean they know when to intervene and when to let children try for themselves. Staff subtly involve themselves in some activities so children still feel they are doing things themselves. For example, when they are unsure of how to use the computer but delight in the games, staff gradually suggest ways for them to click and point until they have made the screen change. Children subsequently squeal with delight at their achievement feeling so proud of themselves, resulting in eager learners who will start school enthusiastic to learn.

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

Staff in the setting have dedicated a lot of effort into systems to help children settle. They visit as often as they need before their parents decide when they are ready to stay. The key person system is highly effective although as a small setting the children and staff all

get to know each other very well. Consequently, rare staff absences do not leave children unsupported and children are confident to approach all staff equally. Children can take home a book about the pre-school before they start, to look at with their families. It shows all the staff and photos of children engaged in many typical activities so they know what to expect. Some children arrive from other countries and their possessions have not arrived with them. Staff recognise how unsettling this can be and have a box of toys to lend the children until their own arrive. A world map is clearly displayed with photographs of children's parents placed where they are stationed so children have a constant reminder of them and see that other children also have absent parents. There are a selection of teddy bears and persona dolls in cosy places, where children can sit either with a friend or alone to think their own thoughts. Staff are always nearby for affection or discussion when children need them but they are also very skilled at knowing when children might want to be alone for short periods. The support from staff means children behave very well. They have some golden rules that staff explain and discuss with children regularly. These rules are displayed at appropriate heights for both parents and children to see. Staff manage the few altercations very sensitively, trying a variety of means for a suitable resolution. For example, when children want to help by emptying the container at snack time into the compost bin but other children have not finished peeling their fruit. Staff make several suggestions until the eventual resolution is agreed by both children that they both go happily hand in hand to empty it but then bring it back to fill it again with their fruit peel. Children bring their own snack from home to eat and have their own place mat with any allergy information on so everyone knows and they do not eat things they should not have. Children pour their own drinks and wash up their cups afterwards very responsibly. The snack book is available for children to look at and contains photos of healthy foods and advertisements for popular, healthy foods. Staff cleverly use this to provoke discussions about food, appetite and healthy eating.

Children play outside whenever they want to and some prefer to spend most of the session out there. They move freely between indoors and outside, transporting equipment with them as they need things. Children learn how to do this safely as staff allow them to try things but are ready for support and advice as needed. For example, children construct a pathway with large wooden blocks and planks. Staff let children attempt to walk along it but stay nearby to ask them if they think it is safe or wobbly and help them make minor adjustments to make it safer to balance on. Both the indoors and outside areas are very well resourced, with mainly natural equipment of good quality. For example, one of children's cosy places is a willow tepee and they prepare pretend meals with oats and pasta. The excellent support from all staff means children try things for themselves and become increasingly confident individuals, which helps them as they prepare to move on to school. They visit the local school often to meet the teachers and see the classrooms. The teachers return the visit so they see the children and get to know them in their familiar surroundings. A school uniform is displayed for children to become familiar with and look forward to wearing and often practise putting it on. Children look at a book the staff have made about the school with pictures of the teachers, classrooms and playground so they can ask as many questions as they need in preparation. Strong use is made of books by the staff as a great visual aid to help children understand and cope with a variety of potentially stressful events in their lives. They encourage children, and their parents, to look at the books often and discuss their feelings in an extremely supportive

environment.

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

The leadership and management of this setting are highly organised and professional. Staff are extremely well supported and supervised as members of a knowledgeable and experienced team. Management carefully monitor staff practice to effectively identify their continued learning and training needs to enhance further the skills of the team and so improve the outcomes for children. All staff are passionate about working with children and do so with great pleasure as they observe the results in children's progress and learning. The whole staff team constantly reflect on their practice. They review the success of the activities each day and the impact of their teaching on children's learning each term. There are several systems in place for management to evaluate their practice, so they identify improvements that will have the greatest benefit for the children. For example, by developing a second outside play area to further extend the learning opportunities for children. Only suitably trained and experienced staff are recruited who complement the existing, established staff team. There is a rigorous process for checking their suitability to work with children and high expectations for their continued professional development. The thorough induction process ensures all new staff are familiar with the settings policies and procedures such as for safeguarding.

All staff attend child protection training to a good level so they can recognise when a child may be at risk and take appropriate action to safeguard their welfare. The pre-school works closely with other agencies as required for children's additional support needs. They have developed very strong links with the local primary school that most children go to when they leave, so the teaching is comparable for the children as they move on through their education. Staff have put in place many highly effective means to share information with parents and to support the whole family. There are wide ranging and innovative methods of developing partnerships with the parents who are predominantly from forces families. Staff have produced many books that parents can take home to share with the children or other family members that depict life in the pre-school. This enables those who cannot visit to see what the children will be doing there and be involved. A teddy bear can travel with parents at home and work so children can follow his journeys. For example, he recently went to Afghanistan with a parent serving there who took photos of them together. Parents are successfully encouraged to be involved in the pre-school. They contribute in many ways such as what they know about their children and their abilities when they start and ongoing. Information is shared with parents through discussions and planning, a suggestion box, the sharing tree and questionnaires, as well as coming in to the pre-school. The open door policy provides a flexible approach that supports the families with operational commitments so they can still be involved in their children's learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY447665
Local authority	Hampshire
Inspection number	907838
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	21
Name of provider	Aldershot Garrison Pre-School Settings
Date of previous inspection	not applicable
Telephone number	01252620551

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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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