

3-4-5 Pre-School

Inspection report for early years provision

Unique reference number 109957
Inspection date 22/06/2010
Inspector Amanda Shedden

Setting address 24 Jacklyns Lane, Alresford, Hampshire, SO24 9JJ

Telephone number 01962 735 414

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

3-4-5 Pre-School first opened in the mid 1960s and has been registered since 1989. It is run by a voluntary management committee and operates from the Methodist Church Hall in Alresford. It serves the local area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for 26 children. There are currently 41 children from three years to under five years on roll. This includes three- and four-year-olds who are funded for early education. Children attend for a variety of sessions. The pre-school is able to support children who have special education needs or who learn English as an additional language.

The pre-school opens for four mornings and two afternoons a week during school term times. Sessions are from 9.15am until 11.45am on Monday, Tuesday, Wednesday, and Friday mornings, and from 12.30pm until 3.00pm on Monday and Wednesday afternoons.

Five staff work with the children. Three have early years qualifications. The setting receives support from the reception teacher at the local school and from the Hampshire Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy as they enjoy their time in this stimulating pre-school. It is a fully inclusive setting where children's differences are acknowledged and respected. All staff are aware of the Early Years Foundation Stage and they provide a wide range of activities that children enjoy enabling them to make good progress as they learn through their play. Staff meet regularly to discuss and evaluate the provision identifying any areas of improvement that are needed in order to improve the pre-school.

What steps need to be taken to improve provision further?

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

- achieve a better balance between times that are adult-led and the times the children choose their own activities
- reconsider the management of times when children are together to make sure the needs of individual children are met
- further prevent the risk of infection by improving hand washing routines

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding. Full written risk assessments are in place, which are used effectively to promote children's safety to ensure all children have access to safe and secure environments both inside and outside. All staff are aware of the procedure to follow if they have concerns about a child in their care. There are effective recruitment procedures in place to ensure that all staff working with the children are suitable to do so. There is an effective induction programme for new staff and volunteers to ensure that children's welfare, learning and safety are promoted. The majority of the staff have a relevant first aid certificate ensuring that if a child had an accident they would be treated immediately and correctly. All documentation is maintained to a high standard, regularly reviewed and all policies and procedures are known by the staff and shared with the parents.

Staff work hard to overcome the many disadvantages of using a shared provision. They set up good learning environments both indoors and outside each day ensuring that the children have access to a wide range of suitable resources and activities that promote their learning. They make the environment welcoming by displaying a mix of commercial posters, the children's work and photographs of the children undertaking various activities giving them a sense of belonging. The staff's deployment and interaction with the children ensures that, when needed, resources are added to those on display to extend and enhance the children's play. For instance, when children wish to wash and dry up in the kitchen area staff fetch them suitable equipment, so they can extend their play. Equality is promoted offering all children equal access, however, during the large group times children's individual needs are not always met. The resources that are put out each day reflect the children's interests that the staff have previously observed.

The supervisor monitors the provision on a daily basis and any concerns are dealt with immediately or they are recorded in a daily diary to be dealt with as soon as possible. All staff help to evaluate the provision, doing so accurately overall. However, they miss some areas requiring improvement, such as the balance of adult-led and child-chosen activities. They identify both long and short-term areas that could or need to be improved. For instance, they have recently reorganised the book area and storage of puzzles to make it more attractive and user friendly for the children. The long-term goals include having a sensory room for the children to enjoy. The staff act on the advice received from other professionals for example introducing a structured programme to promote children's listening and speaking skills. They have met all the recommendations from the last inspection.

Partnership with parents and carers is a real strength of the pre-school. They work with other agencies frequently to support children with any additional needs to ensure that they are fully supported and cared for appropriately. In addition to having excellent communications with other agencies, they undertake visits to other venues the children attend and invite other professionals to visit them enabling them to share each other's expertise. This ensures that children with additional needs are extremely well supported at the pre-school. They liaise with

other providers of the Early Years Foundation Stage including childminders and the local schools to promote children's achievements and well-being extremely well.

Parents are very supportive of the pre-school. They find the staff friendly and approachable, and state 'the children love coming here'. Before children start they are given excellent information about the pre-school and are invited to attend coffee mornings to meet staff, other parents and see the workings of the pre-school. They meet with their child's key person and exchange information about their child. They are fully aware of the early learning goals, the observations kept on their child and the progress their child is making. Parents are aware that they may speak to and see their child's records at any time. This is in addition to the three meetings annually at which their child's individual next steps are discussed. Parents are given opportunities to become further involved in the pre-school; they are invited to sign up to the rota become a parent helper or to belong to the parent committee which runs the pre-school.

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

Children enjoy their sessions at the pre-school. They eagerly participate in a good range of stimulating activities that cover the six areas of learning well. These incorporate children's interests, which staff identify through accurate observations. All this contributes to children making good progress overall in their learning.

Children's development of skills for the future is actively and extremely well promoted by the pre-school. All staff are skilled at interacting with the children to promote learning through their play. They know the children well enabling them to ask open-ended questions that support children to problem solving by using their own thoughts, ideas and knowledge whatever their abilities may be. Staff are fully aware of the early learning goals and how children learn. They take observations on the children and meet each week to evaluate and plan further activities that interest the children and support their learning.

During the first half of the session there is a good balance between adult-led or child-initiated activities; however, the second half of the session is totally adult-led preventing the children from having choices regarding what they would like to do. During this time the children all come together for activities, such as story time, singing and to use the field, giving them more space to enjoy; however, these large group times do not always engage or interest all of the children.

During the first half of the session children's independence is encouraged as they choose what they wish to do from the wide range of resources and activities. They for instance, some love going into the den outside sitting together conversing about subjects, such as what school they are going to. They turn it into a home, taking their shoes off at the door, feeding their babies and having cups of tea. They relish the sensations of the various sensory materials as they pour water, build castles out of peat or weigh cereals in the various trays. They have plenty of opportunities to practise their speaking and listening skills through this close interaction between staff and children, as well as the small group activities that

staff use to develop and encourage these skills. Many children know that print carries meaning and they enjoy using the resources to draw pictures, mark make and, for the most able, write the letters of their names. They are introduced to linking letters to sounds through the staff's positive interaction at incidental moments and in focused activities. Such experiences help children make smooth transitions to school.

Children have many activities that incorporate and support their physical development. They handle small construction materials, use tools such as scissors, with increasing skill and enjoy riding the bikes, using the hula-hoops and kicking the ball to each other with increasing control. Children explore their immediate world; they look at and examine bugs around them. They have look at their immediate surroundings and visit a local nature reserve to see what else there is to see. They drawn pictures and write about them, which the staff make into a book with their drawings, photographs they have taken and their descriptions of the creatures.

Children feel safe; they are comfortable and confident. They know the rules and routines of the pre-school responding positively to any reminders to share or take turns. Children remind each other of rules such as needing an apron if playing in the water and they do not try to access areas they are not allowed to enter. They know to tell staff if they need the bathroom in this multi-use venue. Their behaviour is very good. Children show consideration for each other as they share and take turns and pass resources and materials to each other. However, during large group activities some children become restless as they are not interested in the activity on offer. Children and staff practise regular fire drills to ensure they are all fully aware of the procedures to evacuate the building safely in the event of an emergency.

Children know to wash their hands after messy play and before snack. They dry their hands on paper towels; however, fresh water is not supplied for children to rinse their hands, which does not promote good hygiene. They are encouraged to blow their noses and dispose of the tissue themselves. They sit together to enjoy a snack supplied by the parents. Staff sit with the children and they discuss what they have been doing or what they have brought in to eat. Children are able to identify foods that are good for you. They have access to drinks throughout the session and are offered a choice of drinks at snack time. Each day they access fresh air and have opportunities use their energy as they run around in the field. This helps them to experience a good healthy lifestyle.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1

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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