

Rising Fives Pre-School Group

Inspection report for early years provision

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Inspector	Doreen Forsyth
Setting address	Old Primary School Canteen, Wells Lane, Whitchurch, Hampshire, RG28 7AN
Telephone number	01256 893708
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Type of setting	Childcare on non-domestic premises

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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

Rising Fives Pre-school Group in Whitchurch, Hampshire is a community pre-school supported by a voluntary committee. It opened in 1972, and moved to its current premises in 1974. The group has sole use of its own building; there are two large playrooms for the children. There is a partially covered tarmac play area to the side of the property for outside play and activities.

The pre-school is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 30 children aged between two and five years old. Currently there are 41 children on roll; 40 of these receive government funding for nursery education. The group offers sessional care each weekday between 9:15am until 3:15pm term times only.

There are ten members of staff who work directly with the children, seven of these hold a relevant childcare qualification at level two or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at Rising Fives Pre-school Group are making good progress in their learning and development because they take part in wide range of interesting and enjoyable activities that are planned to help them progress steadily towards the early learning goals. All children are welcomed and valued at the group regardless of their backgrounds or ability. Children's welfare is well promoted, the staff understand that each child is unique with their own individual needs, which they endeavour to meet. The group has an accurate understanding of its strengths and weaknesses and takes effective steps towards continuous improvement.

What steps need to be taken to improve provision further?

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

- review the hand washing procedures to minimise the risk of cross-infection
- develop ways of using the good observations made on the children's progress to plan a next step in their learning on an individual basis
- record regular emergency evacuation drills in a fire log book include any problems encountered and how they were resolved
- ensure all staff are fully confident in child protection procedures and that all relevant policies are clear

The effectiveness of leadership and management of the early years provision

The pre-school group is well managed. All of the records, policies and procedures that are necessary for the safe and efficient organisation of the group and for ensuring the children are safeguarded are in place and available to the parents. However, the child protection policy is not fully up to date. Most of the staff are very confident in the procedures they would follow if they have child protection concerns. The group has good vetting procedures in place to ensure all staff are checked and suitable to work with the children, most of the staff have relevant childcare qualifications or are attending training. They are encouraged to continually develop their knowledge and understanding of early years education.

The children play and learn in a very welcoming, secure and safe environment. The playrooms are light, airy, attractive and well organised. The staff have effectively risk assessed the setting to identify and minimise any potential hazards. All the resources and equipment are well stored and organised so that the children can easily access the toys and choose what they wish to play with; this fosters their independence. From the larger playroom the children can freely access the well resourced outside play area. All the staff are well deployed so that they can support the children's learning and welfare. The setting is kept secure, with reminders to parents to ensure the doors are kept shut and gates bolted. The children take part in regular emergency evacuation procedures but these are not appropriately recorded.

Parents are welcomed into the group; there is a management committee that actively supports the group with fund-raising and social events. Parents often spend time in the setting on the carers' rota, when they can observe their children's activities and progress. All the records that are kept on the children's development are shared with parents, they can discuss their children's progress with their key workers whenever they wish and at parents' evenings. The group uses annual parents questionnaire to help them evaluate the quality of the provision they offer and they value the support of the local authority advisor.

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

Staff skillfully support the children, helping them to enjoy their time at the group and make good progress towards the early learning goals in all areas. The stimulating and well-equipped environment and the use of a variety of teaching methods successfully supports and promotes the children's learning. Staff are effectively observing and recording the children's progress, but these observations are not always used to plan a next step in their learning for all the children. The group has two suitably trained special needs coordinators in place, who work closely with parents to ensure children that may have any special educational needs and/or disabilities are helped to progress. They seek the assistance of outside professionals if necessary.

Children can usually freely access the outside play area where they can use larger play equipment and explore the resources provided, such as sand, building equipment and wheeled toys. They use their imaginations and organise their own games such as using a large tyre as a roundabout when riding bikes and scooters. The children's imaginative play is particularly well fostered, the group has an extremely well-resourced home play and dressing-up area.

Children's good health and well-being are well promoted. The children are provided with healthy snacks which they enjoy helping to prepare. During the inspection they carefully spread butter onto crackers. Children can easily access their own drinking water throughout the session. They learn good hygiene routines such as washing their hands before eating, but they often share water when hand washing which poses a risk of cross-infection. The children have many opportunities to play outside in the fresh air and to develop their physical skills.

The children are very settled and confident in the group, they relate well to the adults in the setting and they behave very well. They are encouraged to take turns, to share and consider the needs of others. They cooperate in their play and work together well; for example, when helping to tidy up at the end of the session. Through the resources they use and some of the activities they take part in, such as visiting the nearby church to celebrate harvest festival, they are beginning to gain an understanding of diversity and the wider world. The children begin to learn about keeping themselves safe; they understand why they have to leave the building for fire drills, and discuss road safety in simple terms when they go for local walks and in topic work. In their daily play the children are learning some of the skills they will need in the future. Their skills in communicating and literacy are developing well and they enjoy using the pre-school computer and camera. The setting encourages the children to be independent and inquisitive learners.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

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	2

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