

Village Under Five's

Inspection report for early years provision

Unique reference number	130775
Inspection date	30/03/2011
Inspector	Teresa Colburn

Setting address	Village Centre, Windlesham Close, Portslade, Brighton, East Sussex, BN41 2LY
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Telephone number	01273 430704
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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*.

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

Village Under Five's first opened in 1971. It operates from the main hall of the Village Centre, situated in Portslade. All children share access to a secure enclosed outdoor play area.

A maximum of 30 children may attend the pre-school at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school provides care for children aged from two years to the end of the early years age group. The pre-school is open each weekday from 9.15am to 1.15pm Monday and Wednesday and 9.15am to 2.45pm Tuesday, Thursday and Friday, term time only.

There are currently 41 children aged from two to under five years on roll. Of these, 34 children receive funding for the provision of free early education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs eleven members of staff. Of these, ten hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happily engaged and occupied in a broad range of stimulating play activities and experiences. Good partnerships with parents, local school and other agencies are a strength in making sure that the needs of all children are met, along with additional support needs. The pre-school policies and procedures are maintained to ensure children are safeguarded. The supervisor has a clear vision for the pre-school and the action required to further promote positive outcomes for all children. The pre-school's capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the outdoor play area
- develop further planning to ensure it highlights children's next stage of learning.

The effectiveness of leadership and management of the early years provision

Children flourish in an extremely safe, welcoming and stimulating environment where all staff ensure they feel secure, safe and valued. Staff recognise their responsibility regarding child protection and have clear systems in place to protect children. They understand what to do if they have concerns for a child and maintain clear records on adults working or visiting the pre-school as part of their safeguarding policy. Children are further safeguarded by good recruitment and vetting procedures. The pre-school conducts meaningful risk assessments, which are recorded and regularly reviewed, and is vigilant in protecting children from hazards both inside and outside the building. For example, staff remind children of the possible dangers relating to playing on wet grass.

Staff work exceedingly well together as a team. They clearly understand their role and responsibilities. Staff prepare an environment with a good range of stimulating resources and equipment, which enables children to make independent choices and play freely at all times. Resources positively reflect the wider world to help children learn about disability, ethnicity, and other cultures. Good staff deployment ensures children are supported and supervised at all times. Staff are well supported with regular meetings helping to ensure consistency of care and aiding their own further development. They are cheerful, very approachable and welcoming, which contributes to children's happiness, development and sense of security whilst at the pre-school.

Children approach staff happily and confidently and enjoy engaging in conversation with them. Children and staff play together and staff are very sensitive to children's needs and respond positively to their individual learning. Staff are skilled at deploying themselves to offer children support and space to initiate their own play independently. The pre-school works collaboratively with any special educational needs/disability services to support children with additional needs.

There are good strategies to help encourage partnerships between home and pre-school. All required documentation is requested from parents and consents obtained ensuring that children's individual needs are highlighted and met. There is an informative parents' area giving information on planning, activities, policies and procedures. Informal daily discussions enable parents to be well informed about the pre-school and their child's learning.

The pre-school monitor practice and sets realistic and achievable targets, enabling practice to move forward and enhance the outcomes for children further.

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

Children settle quickly on arrival at the pre-school, smiling as they play with their friends. Staff have a sound understanding of the curriculum. Observations are

carried out on children's progress and are used effectively to plan for future activities. Staff form very close relationships with children, they clearly reflect a close understanding of each child's individual needs. The supervisor and staff are aware of the need to continually review the observation, assessment and planning documentation to ensure they effectively plan the next steps for all children and the outdoor play. Resources are easily accessible to children encouraging them to become independent learners, developing their self-esteem and confidence as they make decisions about what they want to do.

Staffs friendly approach, close attention and effective support, encourage children to explore their environment. Staff maintain a good level of interaction with children and respond well to their attempts to communicate. They act as a positive role model and give children lots of attention and affection which helps them in turn to begin to adopt positive relationships with others.

Children are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children have good counting skills and learn to count up to 10 and beyond. For example, children expertly count whilst singing 'Five Little Speckled Frogs'. Children are introduced to meaningful signing throughout everyday activities. For example, staff routinely sign 'yes, good listening and good sitting'. Children enjoy listening to stories in small groups and alone. This routine enables children to develop personal and social skills.

Children's health is well promoted as they have free opportunities to play outdoors with a good range of equipment which provides challenges for them. Snacks provided are healthy and nutritious and staff use snack times as an opportunity to talk to children about healthy options. Drinks are available for children to access at all times. Children's hygiene is also promoted effectively because the staff reduces the risks of cross-infection by encouraging children to use suitable hand washing procedures.

Children are developing a good understanding of responsible behaviour because of the staff's gentle and calm manner that encourages children's understanding of learning right and wrong. Children respond well to this as staff spend time talking to them and involving them in activities. Good manners are continually reinforced which helps to create a relaxed and harmonious atmosphere. Children celebrate world festivals and see positive images of diversity in a range of resources, so they learn to respect and value difference. Staff further promote equality by ensuring that all children are fully included in every activity.

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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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