

Addlestone Pre-School

Inspection report for early years provision

Unique reference number	160624
Inspection date	03/07/2009
Inspector	Gordon Jackson
Setting address	Ongar Place First School, Milton Road, Addlestone, Surrey, KT15 1NY
Telephone number	01932 851744
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Addlestone Pre-School was established in 1986 in the current premises, but has been running for approximately 40 years. It offers sessional day care places for 24 children aged two and a half years to five years. The pre-school is based in its own premises which are situated in the grounds of Ongar Place First School. The group have use of one large room with kitchen and toilets attached and have direct access to an enclosed garden for outside play. There is a parent committee which is re-elected at the annual general meeting. The pre-school is open Monday to Friday, term time only, from 09.00 to 12 noon and Monday to Thursday afternoons from 12.30 to 15.00 when younger children attend. There is no provision on Friday afternoons. There are 50 children on roll and all are in the early years age group. The children come from the local community, mostly from the residential Addlestone area. The group supports a number of children with learning difficulties and/or disabilities or who speak English as an additional language. At present, 40 children receive funding for nursery education. The pre-school employs six members of staff, of these, three, including the supervisor, hold an appropriate early years qualification and two members of staff are currently on a training programme. Most staff hold a current first aid certificate. The setting receives support from the Early Years Childcare Service. Addlestone Pre-School is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of Addlestone Pre-School is outstanding. It provides an excellent source of education and social care for its children, based on the work of the recently appointed, outstanding manager, the high quality dedicated staff and an effective committee. The unit has an effective equal opportunities policy and welcomes children of all abilities and from all backgrounds. The unit fully endorses the guidance provided by the Early Years Foundation Stage and the carefully thought out practices are fully embedded in everything the staff do. These practices are regularly reviewed and evaluated, and comments welcomed from parents. The new manager has ensured that appropriate actions on all the recommendations from the previous report have been fully met and has formulated significant plans to ensure that further improvements to the provision can be made to each of the Early Years Foundation Stage areas. It has the capacity to do so.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing plans to extend outdoor facilities

The leadership and management of the early years provision

The new manager has used her previous and extensive experience of working with young children to introduce new administrative and educational practices into the unit and to ensure that all the children's needs are fully met. She is well supported by her deputy and the team of other staff, all of whom are fully dedicated and keen to obtain further training. All activities are carefully planned to develop both educational and social skills, and are fully geared to meeting the guidance provided by the Early Years Foundation Stage, ensuring that the stepping stones to the early learning goals of the Foundation Stage are firmly established. Since her recent appointment, the manager has undertaken a thorough review of the work of the unit and facilities it provides, and has accurately identified areas for action. The committee also provides an important supporting role in ensuring that the unit provides the best possible provision for the children.

Overall, children make very good progress in acquiring a broad range of valuable skills and developing self-confidence. Particularly important is the opportunity given to them to make choices in a variety of areas. The children are happy in the unit as they feel safe and secure, and clearly enjoy their time in the unit. Staff interact very well with the children and as a result, very good levels of progress are made in terms of the children's development. This progress is carefully monitored at all times and good detailed records are kept which provide useful information of the child's learning journey whilst in the unit to both parents and main school reception teachers.

Weekly staff meetings ensure that a full interchange of information occurs relating to children's progress, administration and both short term and long term planning. Safeguarding and health and safety issues are fully considered. A newsletter to parents in addition to informal means of information giving, together with parental questionnaires and a suggestion box, ensures that communications are fully considered. Regular parent-teacher meetings are held to discuss progress of the children. Parents are made to feel welcome and they clearly appreciate the pre-school facilities provided by the unit.

The quality and standards of the early years provision

The manager and her staff have a very thorough understanding of the importance of creating a safe and welcoming environment. As a result, children entering the unit for each session feel at home and quickly settle to the organised and productive activities. Children feel safe and clearly have very good and trusting relationships with the staff. The level of interaction between staff and children is very high. Staff never waste an opportunity to expand the children's vocabulary and to develop other areas of the Early Years Foundation Stage programme. Several very good examples of science based activities were observed. Children have equal supervised access to the computer and a broad range of programs which contribute to a variety of learning and skill areas. Health aspects are given a high priority with children being reminded of the need to wash their hands after using the toilet and before eating food. The toilet areas are clean, appropriate and

carefully monitored for cleanliness.

Mid-morning snack time is well organised and is used to encourage conversation. Snacks provided by the unit are varied and aimed to encourage healthy eating. No undue pressure is placed on the children at such times and they observe good table manners and are clearly happy with the arrangements. Children have the opportunity to act as waiters/waitresses and to pour out the drinks, which contributes to the development of coordination and social skills. After the meal, children also take part in clearing up arrangements.

Children are very friendly and cooperate exceptionally well with the staff and with each other. They are particularly keen to show the result of their craft work activities, and good wall displays exist of finished paintings. The unit provides a wide range of carefully selected learning activities linked to the weekly theme. Although there is a reasonably sized outdoor area adjacent to the main unit, this is too small for trikes and other mobile toys and there are no climbing activities apart from a small slide. On occasions, the unit does have the opportunity to use facilities in the main school, which helps to overcome this aspect. The unit is currently negotiating to expand the outdoor area and to provide a permanent all-weather roof. This will greatly expand opportunities to enhance the children's physical development and to provide an element of risk awareness. Organised trips to a children's activity facility provide variety to the curriculum provided by the unit. Overall, the children are very well looked after and they make very good progress in each of the various areas of learning and development. This also includes excellent provision for a child on the special needs register, whom the staff initially helped to identify.

The manager and her staff regularly review and evaluate all procedures and the values of activities provided and look for new learning opportunities. They share a common goal in trying to identify new and exciting learning experiences based on the children's interests and enthusiasms, and encourage parents to contribute to this through recommended home learning activities. Staff carry out informal observation of activities undertaken by children whilst they are at play. These observations are noted and discussed at weekly staff meetings and enable a clear written development profile to be obtained, which is helpful to parents and the main school, and gives a focus for future work with particular children.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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