

Streatley Hill Pre-School Group

Inspection report for early years provision

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| Unique reference number | 507898 |
| Inspection date | 11/05/2009 |
| Inspector | Raminder Arora |
| Setting address | Streatley School, The Coombe, Streatley, Reading, Berkshire, RG8 9QL |
| Telephone number | 01491 875247 |
| Email | |
| 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

Streatley Hill Pre-School Group opened in 1995. The pre-school operates from a detached self-contained building within the grounds of Streatley Church of England Primary School in West Berkshire. A maximum of 14 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:30 during school term times. Additional afternoon sessions also take place from 12:30 to 15:00 with lunch at 11:30. These sessions vary each term depending on demand. All children share access to a secure, enclosed outdoor play area. There are currently 29 children aged from two years to under five years on roll. Of these, 26 children receive funding for nursery education. Children come predominately from within the catchment area for the primary school. The pre-school also supports children with learning difficulties and/or disabilities and those who speak English as an additional language. A total of four members of staff are employed, including a special needs support worker. Of these, two including the manager hold appropriate Early Years qualifications and one staff member, the deputy manager is a qualified teacher. In addition a new staff member is working towards a recognised Early Years qualification. Streatley Hill Pre-School Group is registered on the Early Years Register and the compulsory Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness of Streatley Hill Pre-school is good. The welfare of the children is well promoted. Children's personal development and well-being are good as are the levels of supervision to ensure that children have equal access to the learning provided for them. The well established systems of planning successfully involve all staff. The capacity for sustained improvement is good because of the high quality team work and good systems in place for self-evaluation. Children enjoy their time at the pre-school immensely and most make very good progress. The manager leads by example. There are effective systems to monitor and evaluate provision.

What steps need to be taken to improve provision further?

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

- improve children's independent skills by ensuring that they are easily able to access equipment easily for themselves, particularly in the outdoor work
- provide planned opportunities for educational trips to enhance children's learning

To fully meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children when changing nappies are kept to a minimum (Suitable premises, environment & equipment)

25/05/2009

The leadership and management of the early years provision

The leader and her deputy manager provide good leadership. They have established a very committed and hard working staff team which is central in ensuring the pre-school's continuous good provision. Everyone works very well together, sharing the manager's very clear vision and direction for the pre-school's development. Well established routines help children to settle well and develop positive relationships. Safeguarding of children is paramount. Clear procedures are in place for vetting all staff. Links with outside agencies, childcare professionals, the host school and parents are good and contribute significantly to the children's good achievement. The staff have a very good understanding of children's needs, much of which is based on first-hand observation and very positive relationships. The finances are well managed and used for the benefit of children to provide good value for money.

The leadership know the strengths and areas for development well, because they conduct ongoing monitoring and evaluation. This accurate and honest evaluation of the pre-school's performance informs plans for the future. These are clearly outlined and monitoring of the effect of any changes on provision takes place. Issues are carefully and regularly discussed and inform future improvements. The main activity room is well organised. Good use is being made of the somewhat restricting accommodation.

The managers recognise the space limitations. The toilet area, for example is also used for nappy changing. While procedures for ensuring the safety and welfare of the children are generally good, this facility does not meet requirements. The staff are not fully aware of the need to wear protective clothing for nappy changing and facilities are not suitable for this activity. The managers have recognised this and identified it as an area for development.

All staff are first aid trained and aware of child protection procedures. New members of staff receive appropriate induction and support in order to gain any necessary qualifications. There is strong emphasis on ensuring that the practice is inclusive for all families. Parents' suggestions and opinions are readily taken on board for this purpose. As a result both parents and children are very happy and supportive of the pre-school.

The quality and standards of the early years provision

Children are provided with very good opportunities to help them make progress across all areas of learning. Planning is flexible and relates to children's interests and the activities they really enjoy. For example, children had a washing day, hung out their washing and observed it drying in the wind. Activities are planned effectively to meet their needs. A very good range of activities keep children well enthused and engaged purposefully. Skilful interventions by the key persons extend children's vocabulary and understanding of language. Consequently,

children really enjoy their time at the setting and achieve well. However, there are missed opportunities to visit local places and this limits enhancement to their learning.

Children access the well used, spacious outdoor area where activities are well planned to extend and consolidate the work carried out in the classroom. Learning resources, both indoor and outdoor are good in range and quality. These are suitably organised for easy access for the indoor learning; the same is not fully established for the outdoor work. Staff are aware of this and the consequent need to further support children's independent skills and to reinforce learning. Most children happily share equipment and cooperate with each other. They behave well know how to stay safe, and are well prepared for the next stage in education. Photographic evidence of their work shows good engagement by the children in the wide range of activities. Photographs show that they thoroughly enjoy playing with construction toys, create models out of play-dough, dress up or read the variety of books available. Children also have regular opportunities to use the computers.

Staff observe and record children's progress as they make their own decisions and engage in different activities of their choice, and the adults support the learning well. Children are constantly encouraged to participate fully. Staff are well versed and trained in the new Early Years Foundation Stage curriculum and work well with individuals and groups of children. There is a good emphasis on teaching letter sounds and names. These are meaningfully linked to the activities children engage in and make a good contribution to children's early reading and writing skills. Children contribute well to the playgroup community with their good skills in tidying up, sharing and taking turns. They show good respect for each other and adults.

Assessment of children's progress is carried out methodically and provides a good overview of their development. Children are protected and well comforted when they feel unwell. There is currently no appropriate facility for the youngest to take a nap if tired. The quality of food and refreshments brought by children is good and carefully checked. This helps children to stay healthy and fit.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

25/05/2009