

Romsey Community Pre-School

Inspection report for early years provision

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Inspector Alison Large

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Type of setting Childcare - Non-Domestic

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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

Romsey Community Pre-school is a committee run group which opened in 1989. The pre-school operates from the youth wing of Romsey Community School, which is in the Romsey area of Hampshire. The pre-school serves the local community and surrounding areas. The pre-school uses a room in the youth wing and they have the use of a secure outdoor play area. A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday from 9.15am to 12.15pm during school term times, with a lunch club offered after each session until 12.45pm.

There are currently 15 children from two years nine months to the end of the early years age group on roll. The setting provides free early education for three- and four-year-olds. Children are able to attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four staff to work with the children. All of which hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a bright and child-friendly area for children to play and learn. Children's welfare and learning needs are well met. They are happy and settled and enjoy their time at the pre-school, making good progress in their learning. All children are included and valued to ensure none are disadvantaged, and many are confident and have high self-esteem. Overall, children's learning and development is monitored effectively. The pre-school has met the recommendations set at the last inspection to enable continuous improvement to take place. They have started evaluating and monitoring the provision to identify their strengths and any areas to develop.

What steps need to be taken to improve provision further?

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

- develop the system for seeking information from parents about the children's development as a starting point for their learning
- review the assessment of observations to clearly show how the next steps in each child's development are planned.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Safeguarding children is prioritised. Recruitment procedures are good and ensure that all staff are suitable to work with children. Staff have a clear understanding of safeguarding children. They have a good understanding of child protection issues and ensure children are well supervised at all times. A comprehensive range of policies and procedures are in place covering all areas of the provision. Any accidents or administration of medication is appropriately recorded and staff are aware of any health or dietary issues children may have. Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each others differences.

Children benefit from the successful partnership between the staff and parents. Parents report that they are extremely happy with the care offered to their children and they feel staff are approachable and supportive, and they knew who their child's key person is. Parents are kept well informed about their children's routines via information displayed on notice boards, newsletters and daily discussion with staff. They are encouraged to share information about their children's likes and dislikes and can talk to staff at any time. Staff make regular observations and assessments of each child's progress. However, staff do not record information from parents about the children's development as a starting point for their learning when they join the setting.

Staff work effectively with other providers, where children attend more than one setting, to ensure an understanding of the children's needs. Children with special educational needs are well supported and staff are sensitive to their individual needs. Children are learning about wider society and differences through using resources that show positive images of diversity such as books and role play resources. The pre-school is organised to provide a stimulating environment, with access to resources which children are able to explore freely. The newly appointed manager and staff work closely together, evaluating their practice and seeking ways to improve their provision. They have already identified and applied for training courses and the manager is in the process of updating the self-evaluation documentation inherited from her predecessor.

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

The setting is warm and welcoming to children, who are able to move around freely and access a wide range of activities and resources. They particularly enjoy playing in the role play area where they can use their imaginations. During creative play, they are able to experiment with the texture of dough and enjoy other art and craft activities. Staff are deployed well to meet the needs of the children and are competent to follow children's interests and leads. The staff are committed to

providing good quality care and education for all the children, who are making good progress. Staff provide good support and interaction during activities, helping children enjoy and learn. Staff have systems in place for observation, planning and assessment, to ensure the learning activities fully support all children's interests and the next steps in their learning. However, the assessment of observations made, do not clearly show how the next steps in each child's development are planned. Younger children are becoming confident in their daily routines and good staff support helps them settle.

Children's behaviour is good, they are kind to each other and learning to share and take turns. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. Effective measures ensure that children are learning how to stay safe. Staff discuss safety issues with them and ask them to think about the consequences of their actions, such as running indoors. Children's health is promoted well. They make a good and positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilet or preparing to have their snack. This results in children being confident and learning independence in their self-care skills. Children enjoy their snack and are able to choose from a variety of healthy and nutritious options, including fruit. Children become aware of what is expected of them and develop confidence to make their own choices. Many are developing their independence and can take themselves to the toilet or put on their own coats before going outside. They have opportunities to count and to recognise their own names when they self register and enjoy mark making activities. They develop their physical skills as they run around the garden and ride on the wheeled toys.

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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