

Toybox Pre-School

Inspection report for early years provision

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Inspector Mary Daniel

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Toybox Pre-school has been registered since 1986. It operates from the Swainson community building, which is situated next to Ansford Secondary School in Ansford Park, near to the town of Castle Cary. The children have use of a main play room and toilet facilities and the premises are accessed via steps or a ramp. There is level access to an enclosed outside play area. This parent committee run pre-school provides Government funded nursery education. It is registered on the Early Years Register to care for a maximum of 26 children aged from two to under five years. There are currently 47 children on roll. The group opens Monday to Thursday from 09:30 until 14:45 and on Friday from 09:30 until 12:00, during term time only. The committee employ a manager and deputy and four assistants, all of whom have or are working towards a level three qualification in child care and early years education. The pre-school receive support from the local authority and liaise with the local primary schools.

Overall effectiveness of the early years provision

Children are eager to enter the welcoming pre-school where they have fun and are valued and recognised as individuals. They are provided with a variety of interesting play opportunities, which overall, encourage them to make steady progress. Systems to help monitor and review the provision are developing well and this helps the pre-school in ongoing improvement. There is an influential parent committee who work closely with the staff in effectively promoting children's overall care and welfare.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment systems to ensure children's safety in all aspects of the provision, with particular regard to their use of indoor climbing equipment
- develop the opportunities for children to start independently solving simple practical problems within their play and ensure their social and independence skills are fully supported, with particular regard to the lunchtime session
- continue to develop the planning and assessment systems to ensure activities are sufficiently challenging children's interests and abilities in all areas of their learning

The leadership and management of the early years provision

The pre-school is very well organised through the strong leadership and management in place. Staff and committee members are keen to provide a good quality provision and work effectively together in evaluating practices and identifying areas for improvement. This has helped them in addressing the

recommendations from the last inspection. For instance, clear operational systems have been implemented, which overall, support children's well-being. Policies and procedures have been fully reviewed and updated and effectively reflect and support how the pre-school operates. For example, staff recruitment procedures are now clearly detailed to ensure required checks and references are completed. This helps to ensure children are adequately safeguarded. Children now have more choices in their play and planning systems have improved. The committee are now clearly aware of their managerial responsibilities and this has led to further improvements in the overall provision. There is a clear structure to the daily routines, which supports staff in working well together as a team. As a consequence, children are settled and secure. Parental involvement is actively promoted. Parents are kept very well informed of their children's activities through displays of their pictures, daily discussions with staff and well placed notices. Effective systems are in place for contributing to their child's progress, such as through regular key worker meetings. Parents see photos displayed of their children at play, which helps to reassure them they are happy and at ease in the setting.

The quality and standards of the early years provision

Children are well cared for in a bright and welcoming play environment, which is organised effectively to provide an appropriate range of play and learning experiences. They form happy, relaxed relationships with staff who provide a caring, reassuring approach. Staff get to know children well and this helps them in planning activities, which overall support their development. However, the planning and assessment system is still being established to ensure children receive sufficient challenges in all areas of their learning. Children are encouraged well in making their own choices in play. They can easily access the clearly labelled toy drawers and staff effectively support their ideas in play. For example, when children ask to make a telescope, staff provide paper and sellotape for them to do so. They talk about who might use telescopes and children answer that pirates use these when on their boats. Children's imagination is extended well as staff find a large piece of cardboard, cloth and a long tube. This then becomes a pirates boat and children enjoy acting out their ideas as they 'sail off to sea'. This activity helps children work together, and encourages their communication, social and creative skills.

Children start developing their early mathematical awareness as they enjoy playing in the 'shop' where they 'sell' their fruit and vegetables and sort out the tub of shapes. They become confident in counting and readily count the 'ten tiny tadpoles' they see in a story book. However, they are not often starting to solve simple practical problems themselves. Many children manage their pencil control well, for instance, as they follow the dots to make a picture or colour in a cartoon face. Some are beginning to form recognisable letters and shapes. They do have opportunities to mark make during the session, although ways to extend and encourage this skill, such as within general daily routines, have not been fully considered. Children listen well to a story about the 'three little pigs' and join in with a 'huff and a puff to blow the house down'. They are keen to make their ideas known and most will chat easily to staff and friends about what they are doing.

Children's understanding of nutritious foods is effectively supported as they readily choose from apples, grapes, banana and cheese for their snack. They develop good hygiene routines as they know to wash their hands before eating and do so willingly. They climb and stretch on the climbing apparatus in the outside area and touch their 'heads, knees and toes' in an activity song. This gives them opportunities to use up their energy while having fun in their play and they develop an awareness of a healthy lifestyle. Children enjoy their café style snack time, where they use child sized knives to spread butter, jam or marmite on their bread and they pour their own drinks. This actively encourages their independence and social skills, although some parts of the session, such as lunchtime, are not organised so well to continue this development.

Children are keen to go on a nature walk and collect some lovely coloured leaves. They talk about the weather and know it is rainy, as their hair is a bit wet after walking outside. Children start to keep themselves safe on their local walks where they learn to 'stop, look and listen' before crossing the road. Clear emergency evacuation procedures are followed and practised. Risk assessments are completed, but do not effectively cover all aspects of children's safety, and at times the climbing frame becomes crowded as children wait to go down the slide. Children play with toys and resources that reflect other ways of living, for example, jigsaws or dressing up clothes. They meet visiting children from Zambia, and often go for walks around their own community. This helps them discover some differences within their world. Children behave well and are praised often, which helps them feel valued. They are willing to share their toys and are carefully supported in making decisions about turn taking. This helps children in starting to form self discipline and resolve issues themselves.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	3

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 C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.