

Dandelions Community Pre-School

Inspection report for early years provision

Unique reference number

EY297275

Inspection date

10/02/2009

Inspector

Lynn Bappa

Setting address

St. Marks Primary School, Danebury Road, Hatch Warren,
Basingstoke, Hampshire, RG22 4US

Telephone number

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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

Dandelions Community Pre-School opened in 2004. It is located in a purpose-built building in the grounds of St Marks Primary School in Basingstoke, Hampshire, and serves the local area and surrounding villages. The pre-school has access to a main playroom, office, kitchen, toilet and washing facilities and an enclosed outside area.

A maximum of 26 children may attend at any one time. There are currently 52 children on roll. Of these, 38 children receive funding for nursery education. The pre-school is able to provide support for children with learning difficulties and/or disabilities and those for whom English is an additional language.

The pre-school is open each weekday from 08.30 to 15.00 during term times. Children attend for a variety of sessions and some stay for lunch. Eight members of staff work with the children and all hold appropriate early years qualifications. Four staff are trained in first aid.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff at the Dandelions Community Pre-School place a high emphasis on health and safety, ensuring that children are well cared for and secure at the setting. Children make good progress in their learning and development as they are provided with an interesting range of activities each day. Staff ensure all children are included and that their individual needs are well met. Staff regularly attend training to update their knowledge and understanding to ensure continuous improvement. The manager has good systems in place to monitor and evaluate the provision.

What steps need to be taken to improve provision further?

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

- amend the evacuation policy to include occasions, other than fire, when evacuation of the premises might be necessary
- increase the opportunities for children to access and use simple ICT equipment to support their learning

The leadership and management of the early years provision

Staff work very well together as a team. They are led and managed by an effective and dedicated manager who is keen to improve the provision. Most issues from the previous inspection have been fully addressed, although more remains to be done to ensure that children have access to a good range of information and communication technology (ICT) resources. Recent improvements to the planning and assessment systems, for example, ensure that children's individual learning

needs are well planned for, helping them to make good progress in their learning and development. Systems of self-evaluation are sound. Robust procedures are in place regarding the suitability of adults working with children. Risk assessments and daily checks ensure that all children play safely. Good security procedures are in place, although the evacuation policy needs amending to include circumstances, other than fire, where evacuation might need to take place.

Partnerships with parents are well established. Parents are welcomed into the setting and encouraged to be involved in their child's learning and development. Parents are kept informed of ongoing events through notices and newsletters and they have access to all the setting's policies and procedures. Recent parental questionnaires indicate that they are very happy with the provision. As one parent commented, 'I am confident that when I leave my child at the setting he is well looked after, happy and safe'.

The quality and standards of the early years provision

Children are happy and settled. They enter confidently, settling quickly to chosen activities. They have very good relationships with staff and each other and clearly enjoy playing together as was seen, for example, during dressing up sessions.

Sessions are well organised, reflecting a good balance between adult-led activities and those that children choose themselves. ICT resources and activities are, however, limited and need to be improved. Easy access to toilets and hand washing facilities enables children to gain independence and confidence. The play room is bright and welcoming and staff ensure it is very clean at all times.

Children learn about healthy lifestyles as they eat tasty and nutritious snacks at break time. Those who stay for lunch sit down together happily and enjoy their meal while chatting about their day. They like the daily opportunities to play outside, enjoy the fresh air and develop their skills in balancing, climbing and jumping. Children were very keen to show the inspector the snowman they had helped make a few days earlier. They behave well and are learning good social skills, such as knowing when to say 'please' and 'thank you'.

Children are making good progress towards the expected goals for their age. Those with learning difficulties or disabilities are given good support and fully included in all activities. All children play harmoniously together and are learning how to share resources and help each other with tasks. Staff effectively organise the learning environment so children can move easily from one activity to the next. Children are developing good early reading and writing skills through a range of experiences, such as taking their name card when it is time for a snack.

Staff meet regularly to plan for children's individual learning needs based on ongoing observations of children's achievements.

There are good links with the local primary school, helping children to prepare well for the future.

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?	2

Quality and standards

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?	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?	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 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 registration

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.