

Badgemore Pre-School

Inspection report for early years provision

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Inspector Christine Pollitt

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Type of setting Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Badgemore Pre-School opened in 1983. The pre-school is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children from two to under eight years can attend at any one time, and it currently has 22 children on roll. At present 13 children receive funding for early education. It operates from a portakabin with disability access, situated in the grounds of Badgemore Primary School in Henley-on-Thames. The pre-school is managed by a committee of parents and serves the local area. All children from two to five years of age have access to a safe and secure outdoor play area. The pre-school currently has one child at the early stages of learning English. The pre-school opens five days a week during school term times. Sessions are from 9.00 until 12.00 on Wednesdays and Thursdays, and from 09.00 until 15.00 on Mondays, Tuesdays and Fridays. Six staff work with the children. Of these, one is a qualified teacher and five have early years qualifications to National Vocational Qualification at level 3. The pre-school receives support from an early years advisory teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a satisfactory pre-school where staff ensure that children make satisfactory progress in their learning given their age, ability and starting points. All staff work closely together to share sound knowledge of each child's needs, and to maintain satisfactory welfare provision so that children are safe and secure at all times. Priorities for development are identified and acted on, resulting in provision that responds to children's welfare, learning and development needs. There is a commitment to inclusion, so the needs of all children are met suitably, and they get any additional support they need. These factors together support the pre-school's satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- enhance the promotion of children's development across all six areas of learning by providing more opportunities to explore and investigate
- improve the arrangements for planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs by including children in planning the next steps in their learning
- improve the arrangements for recording observations and assessments by including children and parents in their records of achievement

The effectiveness of leadership and management of the early years provision

All the staff are committed to providing the best for children. Regular assessments, monitoring and self-evaluation by the manager and staff are effective in identifying its strengths and weaknesses. Advice and support from the early years advisory teacher has resulted in improvements to the provision. The pre-school has a good working relationship with the school on the same site. They hold joint planning meetings, make weekly visits to the Reception class with groups of children, and have access to the extensive grounds.

Arrangements for safeguarding are good. The required policies and procedures are up to date, and checks are carried out to ensure the suitability and qualification of all adults looking after children. The staff are alert to all issues relating to health and safety and have clear procedures for administering medicines. Effective risk assessments are conducted daily to ensure that children are safe indoors and out, and that the building, furniture, equipment and toys are suitable and safe. Parents are appreciative of the useful support that the staff provide to children and families, and say they are confident about the levels of safety and care. Typical comments include 'it is friendly and the staff really care – my child loves it', and, 'my child feels safe and enjoys coming every day.' Parents say they wish to be more involved in their child's learning and would welcome a more frequent sharing of the progress their child is making.

The staff understand how to make best use of resources and space. For example, there is an appropriate range of activities both inside and outside that provide an enjoyable and interesting environment for the children. All the adults ensure that children are treated equally and have equal access to resources and activities whatever their age, background or ability. Consequently, the pre-school pays regard to promoting equality and diversity for all children.

The manager has high expectations, and regular training for all staff results in a continually improving understanding of all aspects of the Early Years Foundation Stage. Staff are effective at making sure that the children make sound progress in relation to their starting points. This includes those who are at the early stages of speaking English or who find learning difficult. Each adult is a 'key person' for a group of children, and has good knowledge of their individual strengths and weaknesses.

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

Children make satisfactory progress towards the early learning goals, and their progress in numeracy is good. The staff monitor carefully the progress of individual children. Observational assessments and records are used to inform planning and support progress for each child. These records are shared with parents at parents' evenings, but overall too little attention is given to involving parents in their child's learning. The staff use assessment information to plan activities to provide the next steps in learning. However, children are not always included in this process.

This results in the assessments not always being used as well as they could be to plan activities to match individual children's interests and learning needs.

Relationships are strength and children are made to feel valued and secure. The quality of the building and the resources contributes to the raising of children's achievement in all the areas of learning and to the sound provision for their welfare. This is especially apparent in their strong ability to be healthy and safe, and in their social skills. Good understanding of how to stay healthy is evident at snack time and lunchtime when they chat about healthy food and drinks. They develop their social skills appropriately as they sit together to chat whilst they eat. The many opportunities for regular exercise such as climbing or riding wheeled toys helps them develop a good understanding of what to do to keep healthy and safe. Children of all ages are encouraged to develop sound social skills from the very beginning of their time at the pre-school. Consequently, they all come into the pre-school independently, hang their own coats on their pegs, choose their own activities and wash their hands without reminders. They are active, play together well, and particularly enjoy their time in the outdoor area. These skills and experiences, together with weekly curriculum visits to the Reception class at the school, result in the children being well prepared to start school.

There is a good balance between the activities organised by the adults and opportunities for children to make their own choices. The variety of activities to develop the six areas of learning is satisfactory and children are able to use their imagination and develop their skills both inside and outdoors. The children have a good understanding of the rules of the group and are aware of staying safe around other children. Consequently, their behaviour is good. Children enjoy choosing from a variety of activities including painting, cutting and pasting, and floor toys. Drama areas include dressing up clothes to build on their knowledge and understanding. Children learn to use a range of tools. They develop their imagination and skills on the creative table, where a variety of activities including painting using toy cars, are available for the children to explore. In role-play, children are enthusiastically using scrapers to remove 'wallpaper' from the walls to create a smooth surface. They enjoy playing together in the story area with play mats and toy cars, and are learning to take turns. They show sound levels of attention and concentration. Opportunities are used to help develop children's early literacy and numeracy skills. Children learn about letters and numbers through short teaching sessions, through singing and rhymes, and through their carers talking to them whenever appropriate during their play in order to help extend their learning.

The outdoor area is used appropriately and there are plans to improve the outside learning to provide more opportunities to explore and investigate, especially in the school grounds. The children are able to stay safe in the secure area where they develop sound physical skills using the climbing equipment, large toys and vehicles. When outdoor learning is sometimes restricted, alternatives are provided, for example, using the school hall.

Children are all keen to engage with their activities in this welcoming, secure environment. Colourful children's work is displayed attractively, and reflects their interest in the world around them. Children are confident, independent and spontaneously select their own resources to investigate their environment. Adults

interact effectively with individual children and groups to develop language, knowledge and understanding, and social skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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