

Swallowfield Pre School

Inspection report for early years provision

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| Unique reference number | 148684 |
| Inspection date | 04/03/2010 |
| Inspector | Hazel Farrant |

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| Setting address | Swallowfield Parish Hall, The Street, Swallowfield, Reading, Berkshire, RG7 1QX |
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| Email | swfpreschool@googlemail.com |
| 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

Swallowfield Pre-School was established in 1974 and meets in the Parish Hall. The pre-school has the use of a room at the rear of the hall on Fridays and the main hall the rest of the week. There is access to hard standing immediately outside the hall and a field and play park. The pre-school is open to families within the local community and surrounding villages.

The pre-school is registered to care for 24 children aged between two and five years: of these there should be no more than four children under three. The pre-school is open every weekday during term time only. The Friday sessions are called 'Swallows' sessions. These sessions take place in the Davies room and are held between 09.15am and 12.15pm catering for a maximum of 14 children. The rest of the week, the sessions are held in the main hall and are between 09.15am and 12.00 noon.

There are currently 25 children on roll; of which 22 receive nursery education funding.

The pre-school supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The pre-school is run by a committee, elected annually and they employ a staff team of seven. The staff hold childcare and teaching qualifications. The pre-school is a member of the Pre-School Learning Alliance and is supported by the field worker and development workers from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to play. The pre-school is committed to providing a vibrant and stimulating and inclusive environment which allows every child to investigate and discover for themselves. Staff have a good understanding of the Early Years Foundation Stage framework and skilfully create a child centred environment covering all areas of learning. Good observation and assessment arrangements help children make steady progress. All children are included and their individual needs are met effectively. The setting demonstrates a strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- further secure existing risk assessments with particular reference to promoting consistent hygiene in the children's bathroom and ensuring safety of all accessible hot water pipes and radiators
- continue to maintain and further develop a regular two-way flow of information, knowledge and expertise between parents and other early years

settings attended by the children, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, through effective policies, procedures and documentation. Child protection procedures are understood and followed, and designated staff have attended appropriate training for their role and responsibility. A full risk assessment is conducted on a regular basis which covers both inside and outside of the setting. Children's health and safety is generally supported well. Staff conduct a daily health and safety check, however the radiators in the large hall are hot to touch. In addition to this, the children's bathroom area was in an unclean state during the session. Security at the premises is in place and a visitors' book is used effectively to monitor all visitors to the premises. The group have a clear vision for the future and have taken steps since the last inspection to improve outcomes for children. The recommendations set at the last inspection have been implemented to improve the outcomes for children. The manager has made a good start with self-evaluation to enable her to reflect on current practices. This has been shared with the committee and will be shared with the staff team. Parents also have some opportunities to express their views through the use of questionnaires. This all contributes to the group's ability to continuously improve practice. The environment is organised to give children a good amount of choice in their play as well as an interesting range of play equipment and activities. The group actively promote inclusive, anti-discriminatory practice and welcome all families. Children with special educational needs and/or disabilities receive good support from caring and experienced staff.

The pre-school has developed systems to enable communication with some of the providers of the Early Years Foundation Stage to ensure that when children attend other settings they can work in partnerships together. The group recognises this as an area for development. Children benefit from the strong and effective partnerships in place. The parents spoken to are all very supportive of the pre-school and the warm, caring, knowledgeable staff that work with their children. They value the staff's commitment of ensuring their children receive good quality care and learning whilst at the setting. Comments include, 'the staff are brilliant and very approachable'. Parents are kept informed of what their children have enjoyed throughout the session through verbal feedback and information written on the white board positioned in the foyer area. Information recorded at the start of the placement gives staff vital information about children to ensure their needs are fully met. There are some opportunities for parents and carers to take an active part in their child's learning experiences. For example, children are able to choose books to take home to share and enjoy with their parents and carers. Curriculum plans ensure all areas of learning are covered. However, these are not always available for parents to view in order to provide them with useful information to facilitate and fully promote shared learning experiences at home.

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

There are many opportunities for spontaneous learning with children leading and directing the play. As a result, the children demonstrate good levels of involvement as they play. The large scale wooden building blocks provide an opportunity for the children to use their imagination and construct their own vehicles. Adults ask children sensitive open-ended questions, extending their play and promoting the children's understanding of how to use the equipment safely. The children communicate very effectively, sharing their ideas and expressing their feelings. Adults listen to the children sensitively, giving them time to respond. Children enjoy using the audio equipment where they are able to choose to listen to their favourite songs and stories. They are experts in using the computer and mouse where they enjoy a variety of activities. Parents actively take part in a parent helper rota where they are able to come into the setting to support the staff and children. On the day of the inspection parents were invited to stay and read stories to the children to help celebrate 'World Book Day'. Children dress up as their favourite characters, they use their imaginations well as they pretend to be 'Jack Sparrow', 'Tinkerbell' and 'Spiderman' to name just a few.

The environment has a variety of print so that children can begin to recognise the written word. A wide range of mark-making materials is easily accessible and children make their own story books. Mathematical concepts are introduced through fun activities; for example, children learn to count as they sing songs and recognise the different sizes of the 'compare bears'. They talk about big, medium and small as they sort them into sets. They respond readily to simple instructions from adults, for example, fetching resources for each other and helping to tidy up. The children learn about the wider world through the use of different topics, resources and regular discussion. Regular access to outdoor play helps children to develop physical skills, as they climb and balance on the large scale fixed play equipment. Their creativity is fostered and nurtured as adults allow children to take their imaginative play in different directions; craft resources are easily accessible and children can initiate their own projects.

The children develop a good sense of how to keep safe as they begin to understand how to manage risk for themselves and be aware of dangers. They are confident, relaxed and busy exploring their learning environment, showing a sense of security with their surroundings and staff members. Staff model good behaviour and follow effective behaviour management strategies to encourage good behaviour. As a result, children develop consideration for others and display good manners. Children learn to respect and value differences in society as they are provided with many positive images of diversity in society. They develop skills for the future as they make good progress in all areas of learning. Children learn how to be healthy as they are reminded about everyday hygiene routines, such as washing their hands before snack time. Children decide when they wish to have their snack so that their individual needs are met very well. Snack time is a sociable time, children sit down together to enjoy healthy snacks. Fresh fruit is always available and children chose to drink milk or water which they pour for

themselves from jugs. On the day of inspection children enjoyed spaghetti in the shape of numbers with toast to celebrate 'World Maths Day'

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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 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

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| 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

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| 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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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