

Bordon Garrison Preschool and Creche

Inspection report for early years provision

Unique reference number	109860
Inspection date	28/03/2011
Inspector	Louise Bonney

Setting address	Kildare Road, Bordon, Hampshire, GU35 0HL
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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

Bordon Garrison Pre-school and Crèche opened in 1975 but moved to its present site in 1998. It operates from a purposefully adapted building which is part of the Garrison community and located in Bordon, Hampshire. The setting serves Bordon Garrison and the local community and is run by a voluntary management committee. Accommodation includes six playrooms and most have free access to outdoor areas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 132 children on roll. Children aged three and four receive free early years education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting opens five days a week during school term times. Sessions are from 7.45 until 5.15pm, and include a breakfast and after school club for children in the older age group.

There are 22 full and part time staff working with the children. All staff have early years qualifications at National Vocational Qualification (NVQ) Level 2 and above. The setting receives support from a teacher/mentor from the local authority and has close links with Bordon Infant School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual needs met through staff organising resources and activities effectively overall, with some outdoor areas exceptionally well developed. The manager and staff develop trusting relationships with parents and involve them in their children's learning and the development of the setting. The setting promotes inclusion well overall by welcoming and supporting many diverse cultures, English as an additional language and special education needs and/or disabilities. Staff safeguard the children through recording and reviewing risk assessments and by promoting strong partnerships with other agencies supporting the children and families. The setting demonstrates good levels of continual development through self-evaluation and the implementation of changes that benefit the children.

What steps need to be taken to improve provision further?

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

- plan an environment that is rich in resources, signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that fully reflects

- children's different languages, home backgrounds and cultures
- ensure the indoor environment is 'homely' enough to feel comfortable while providing an environment suitable for learning.

The effectiveness of leadership and management of the early years provision

The manager implements rigorous recruitment procedures to ensure that all staff are appropriately vetted and receive a thorough induction. The staff member with Early Years Professional status has recently reviewed all policies and procedures to ensure they fully protect children's welfare, learning and development. The manager is responsible for safeguarding issues and has streamlined procedures for informing other agencies of concerns to ensure prompt action is taken. Children's records are maintained and shared with parents and others where appropriate. Staff follow procedures that protect the children, such as storing their mobiles on arrival and only using the setting's digital cameras to record children's progress with. The setting records and reviews risk assessments of children's activities and their environment. Staff complete daily check lists to ensure children's safety, and on outings use their own and other organisations' risk assessments to ensure all hazards are identified and minimised. The setting is very secure and all visitors are welcomed onto the premises by staff. This safeguards the children well.

The manager seeks feedback from the committee, parents, staff, children and schools when evaluating the provision. The local authority evaluation of the setting and recommendations made at inspection are taken into account when identifying areas for improvements. The manager has a clear development plan which is continually being implemented. This has led to improvements in children's access to outdoor areas, less interruption to their activities through the introduction of a café style snack table, clearer activity zones to support their independent learning, better access to resources generally and the inclusion of more natural and interesting materials. The role of the Early Years Professional is new and has so far focused on policies and procedures and staff's training needs, but is a role the manager is keen to develop further. The manager is currently monitoring new ways of planning which have been introduced to more systematically identify and progress children's learning. Following suggestions from their local school the pre-school room is trialling a way to more clearly identify children's progress towards the early learning goals. This will benefit children as it will help teachers more seamlessly continue their learning when they first transfer to school and further support monitoring of the setting's provision.

The setting promotes sustainable practice well. Staff provide children with a wide range of recycled and natural materials, such as straw, shredded paper, stones, shells and leaves. The outdoor area is an exciting and interesting place, with great imagination used by staff and the children in its development. Gossamer material hanging down between bushes with tents and tunnels inspire imaginative play, guttering cut at different lengths tied to trees or lines of saucepans as instruments encourage experimentation with sounds. Raised beds contain different types of natural materials, such as stones and shale, to support sorting and comparison activities. Indoors, staff organise and label resources clearly and set out activity

zones to help children's independent choices. However, there are not many soft furnishings which lead to rooms not being very cosy and homely. Although the environment is generally rich in writing and numbers, and include other languages on welcome posters, staff do not ensure those languages and cultures of children currently attending are reflected to further value their individuality.

Staff build positive relationships with parents. Each child is allocated a key worker who seeks information from parents about children's individual backgrounds and needs. This helps staff plan some activities that reflect their home cultures and religions. Staff find out about children's starting points through parents completing questionnaires, which supports the provision of appropriate activities that interest children as they settle in. When children's first language is not English staff seek key words from parents and display these for all staff to refer to. This promotes equal opportunities and values diversity. Staff liaise with parents as babies' routines change to provide good continuity in their care. Parents are invited to attend twice a year to meet with their key worker and discuss children's progress and share their child's records. They also have daily opportunities to see displays of work and planning and talk to staff at handover about children's new interests and learning. This helps them build on children's interests and skills. Parents get involved with the setting as they organise work parties or fund raise. Staff organise special days, such as when dad's are invited in for story day, or both parents are invited to Christmas lunch with the children.

The setting attends meetings and develops strong links with the local school and other agencies supporting the children and families. Children have newly introduced opportunities to use the school library, and staff take children to visit the school to develop their confidence prior to transition. Staff proactively try to establish partnerships with other settings children attend, such as childminders, and parents share children's progress records when they have previously attended other nurseries. This helps staff provide continuity in the children's care and learning.

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

Staff observe the children during their activities and their key workers record their progress towards the early learning goals, backed up by photographs and samples of their work. They use their observations and discussions with parents to reflect on children's achievements and interests. They identify children's next steps and use children's interests to plan future provision. This systematically builds on children's prior learning and promotes good outcomes overall in their learning and development.

Children enjoy a wide variety of activities and staff set out a stimulating environment that promotes their independent learning. Staff balance children's self-initiated play with a few well-focused adult-led activities that introduce new learning and skills or reinforce previous learning. Children show confidence as they develop their own play and move between indoor and outdoor areas. They develop

positive attitudes towards trying something new as staff celebrate their achievements with them. They clap their hands, do high-fives and sing out ta-da as they accomplish their aims. Children know their efforts are valued as staff help them take photographs of their activities with a digital camera, print out the pictures and then annotate them for wall displays. This also teaches children how to use computers for purposeful reasons as well as for learning through playing various games. Staff interact well with the children and show they know their level of achievement and understanding as they extend their activities and skills. Staff support children who have identified special educational needs and/or disabilities well. They act upon information received from therapists when planning activities. Children who need support with speech and language sit with staff in a quiet area. Staff model clear language, motivate their play and stimulate conversations as they develop ideas together, promoting their communication skills. Children confidently make independent choices about their activities as they select from the low storage units containing clearly labelled resources. They have good opportunities for more energetic outdoor play, where there is an excellent range of larger resources. Toddlers develop control and balance as they squeeze through small spaces and push along tricycles, older children climb large apparatus and work co-operatively as they use shared equipment. They show imagination and negotiation skills as they develop role play together in the pink tented box or home corner indoors, and in camps and play houses in the garden. They develop dexterity as they use various tools, such as tongs and spoons to serve their lunch with, or presses and rolling pins with play dough. They develop writing skills as they use paint brushes and chinks in the garden or draw on vertical boards indoors. Staff provoke children's curiosity by providing excellent opportunities for exploration. They introduce a container full of leaves from the garden for them to play with indoors, or straw and shredded paper to use on collages. They place large snails on a low table to encourage children to examine how they move and eat. Children extend their physical skills as they push along heavy tyres on the snow. Parents join the children to share their cultures, religions, skills and pets. When children attend who have no English, staff display key words for all to use to support communication. They provide activities and resources that reflect a variety of cultures and festivals, which promotes children's awareness of the wider world and teaches them to value similarities and differences. However, staff do not fully consider how to reflect children's individual backgrounds through daily provision of resources, posters, books, rhymes, music and songs, to further celebrate and value their individual home backgrounds.

Children develop clear understanding of how to support their own health and safety. They know the rules that protect them, such as not to throw sand and to wash their hands. They cheer when lunch is served reflecting how they enjoy sociable meal times together. They eat food that is nutritious and takes account of their preferences and allergies. They talk with staff about how their lunch helps them grow strong and have energy and learn about their bodies' needs during games that remind them how to dress appropriately for different weathers. Babies follow their home routines for sleeps and feeds, while older children take themselves to a quiet, more comfortable corner for a rest when tired. This helps children thrive. All children have good opportunities for exercise and fresh air and most rooms have free access to outdoor areas during the day. Staff provide consistent support when managing children's behaviour. They praise them as they

offer a toy to another child or take turns, and help children learn how to resolve minor conflicts themselves. Children develop friendships with each other and show they feel secure with staff, who are responsive, warm and caring. Those with special educational needs and/or disabilities learn to recognise emotions and interact with others with close support from staff and activities, such as when staff ask them whether to put a happy or sad face on a play dough teddy they are making. This helps children develop appropriate behaviour.

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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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