

Gingham Pre School

Inspection report for early years provision

Unique reference number	EY314529
Inspection date	28/03/2011
Inspector	Janet Keeling

Setting address	Drayton Avenue, Stratford-upon-Avon, Warwickshire, CV37 9PB
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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

Gingham Pre-school opened in 2005. It is privately owned and managed by Polkadot Day Nurseries Ltd. It operates from a purpose built building in the grounds of Bishopton Primary School in Stratford-Upon-Avon, Warwickshire. Children have access to secure outdoor play facilities and to the school playing fields. The pre-school serves children and families from the local and surrounding areas.

The pre-school is open Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. A maximum of 32 children from two to eight years may attend the pre-school at any one time. Currently there are 39 children on roll, all of whom are within the early years age group. It is in receipt of funding for early years education. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, three members of staff hold National Vocational Qualifications (NVQ) at level 3 and one holds a NVQ at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and thoroughly enjoy their time at this welcoming and vibrant pre-school. They make significant progress in their learning and development and engage in a wide range of interesting and stimulating activities. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Highly effective partnerships with parents and other agencies ensure each child's care and education is supported and tailored to their individual needs. The manager and staff embrace the process of self-evaluation and demonstrate an excellent commitment and ability to sustain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the two way flow of information with parents by maximising opportunities to further engage them in their child's ongoing learning.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. There are highly rigorous recruitment and vetting procedures in place to check the suitability of staff and adults working with the children. Very detailed risk assessments are completed. They cover all aspects of the learning environment and outings, ensuring risks to children are fully minimised. Children's health, safety and well-being are further enhanced by the effective maintenance of records and the consistent implementation of policies and procedures. The indoor and outdoor environment is inspiring, well organised and provides wonderful learning opportunities for all children. Staff are deployed very effectively throughout the sessions to ensure children are supervised safely at all times. Resources and equipment are clearly labelled and allow children easy access. Outstanding outcomes for children are attributed to the excellent use of time, space and resources.

The manager and staff have a very clear vision for the setting and embrace the process of self-evaluation. They have high expectations and set ambitious standards, which are embedded across all areas of their practice. Regular staff meetings provide valuable opportunities for staff to raise their views and share good practice. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of visual displays and posters, role play equipment and open discussion between staff and children. Excellent links have been established with other early years professionals at both the host school and other local schools that the children move on to attend. The pre-school has effective transitional procedures in place to support those children who will be attending school in the Autumn term. For example, early years teachers are invited into the pre-school to get to know the children in their own environment. They engage in story time and interact and observe children as they play. Consequently, this has a positive impact on children's future needs, helping them to settle and feel secure as they move into the school environment.

Partnerships with parents are outstanding. Parents receive an informative prospectus before their child starts at the pre-school and have access to all policies and procedures. Staff dedicate time getting to know children and their families. This is successfully achieved through effective settling-in procedures, the implementation of the key person system and informal discussion each day. Consequently, excellent relationships are fostered which ensure children settle very well and feel secure. Staff routinely involve parents in their child's continuous learning and development, although, they are currently looking at new ways to further engage parents in their child's individual learning records so that they add to these on a regular basis. Parents access a wealth of information regarding the group through the use of a parents' notice board, newsletters and termly parents' meetings. Parents also see many examples of their children's work attractively displayed around the playrooms. Feedback from parents during the inspection was

excellent. Comments include, 'we are extremely pleased with the excellent care' and 'staff are very approachable, friendly and supportive'.

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

Children thrive and respond to challenges with enormous enthusiasm in this inspiring and child-centred environment. There is a vibrant atmosphere where all children are happy and eager to learn. They have excellent opportunities to make choices about their own learning and play as they freely access a wide range of exciting activities. There is an excellent balance of adult-led and child-initiated activities that result in children being active, creative and critical learners. They show outstanding levels of independence, curiosity and imagination. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an exceptional knowledge of children's individual needs as they observe and record information about their learning on a daily basis. Information gained is evaluated and used to inform future planning. Children's learning is meticulously documented in their individual learning records. They contain both written and photographic information of a child's learning and achievements.

Children relish an excellent range of first-hand learning experiences. For example, they plant flowers, vegetables and herbs and watch with delight as they grow. They explore their natural environment by hunting for mini beasts, investigating the ladybird box and counting how many daffodils have opened. They listen carefully and skilfully identify sounds around them, such as aeroplanes, birds, helicopters and the sound of children playing. They have developed a love of books because they listen to well-told stories and enjoy looking at books with their friends. Their mark-making is fostered successfully, and they have many opportunities to draw and paint in different media and practise early writing skills during role play. Children have developed a true sense of identity and play in harmony together. They enjoy music and excitedly sing, 'The Grand Old Duke of York' in tune. Children express their ideas creatively through their drawings, art and craft work, and adore imaginative play, where they use an extensive range of props to extend their experiences. In the role play area the children pretend to run a hairdressers' shop. They answer the telephone, take bookings and cut and style their customer's hair. The children chat happily together as they cooperate well and take turns with the equipment. In the creative area children enjoy playing with the dough. They vigorously roll and shape the dough, then experiment with a range of tools. Children's physical development is very well supported as they skilfully negotiate the challenges of the climbing frame, confidently use swings, pedal bikes and build with crates. Children also learn to swim as they visit the swimming baths each week. The pre-school also welcomes visitors from the local community, who help and support children's understanding of the wider world. For example, a dentist, police and fire officers attend to talk to children about their health and safety.

Children learn to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in an

emergency and are gently reminded how to use equipment safely while playing. They have an understanding of the wider world as they access a wide range of resources that are representative of diversity and also celebrate cultural festivals throughout the year. Children are polite, well mannered and show respect for each other. They are actively and consistently praised by staff for their efforts and achievements and, as a result, their confidence and self-esteem is carefully fostered. Children are successfully encouraged to develop their own personal hygiene skills, such as independent toileting, and automatically washing their hands before snacks. They enjoy an excellent range of healthy snacks, such as raisins, crackers and a variety of fresh fruit. They also have access to drinking water throughout the session. Children develop a sense of responsibility as they independently put on their coats for outdoor play and help tidy away their toys. Overall, children are acquiring excellent skills that will help them in the future and prepare them for their transition into school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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