

Queen's Park Pre-School

Inspection report for early years provision

Unique reference number 509683
Inspection date 04/04/2011
Inspector Marie Thompson

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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*.

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Description of the setting

Queen's Park Pre-School opened in 1981. It operates from three classrooms at the front of Queen's Park Infant School, in Bournemouth. Children attend from the local area.

The setting is registered on the Early Years Register and there are currently 118 children aged from two to five years on roll. Children attend a variety of sessions. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 8.30am until 11.30am and from 12.15pm until 3.15pm with a lunchtime session operating from 11.30am until 12.30pm. The pre-school is not open on Friday afternoons.

There are 16 staff working with the children, 12 of these have relevant early years qualifications and three staff are attending relevant training. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local Early Years Partnership. It has very close links with Queen's Park Infant School; staff from the school help form the pre-school management committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's uniqueness and individuality underpins this setting. Children are made to feel extremely welcome by a highly dedicated, inspirational team; consequently, children are extremely motivated learners and make excellent progress within the Early Years Foundation Stage. High quality, well-organised documentation helps to ensure the efficient, smooth running of this setting. The partnership with parents and others is exceptional and ensures that all adults work together to support and meet children's individual needs. Future plans are ambitious, focussed and innovative to ensure all children experience high quality care and education. This approach leads to continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- continuing to develop the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care. Staff are committed to training and development to ensure that the children's needs are met at all times through a comprehensive bank of staff knowledge. These measures, coupled with practitioners' vigilance, ensure the children are safe at all times. Staff carry out regular risk assessments throughout the year, ensuring all areas, equipment and resources are safe. The manager is inspirational and enthusiastic about the pre-school. She has tremendous passion and vision for the future development of the pre-school, which results in a happy team, who work effectively together where children feel safe and secure in their environment and make outstanding progress towards the early learning goals. Children have access to an extensive range of good quality resources that offer exciting, challenging and stimulating learning experiences for every child. Interaction is excellent and staff spend their time focussed on children's enjoyment and achievement. Staff use observations and assessments to identify achievements and the children's next steps in learning. They use this information to plan activities that cater for individuals. They use of open-ended questions and staff's ability to model thinking to ensure all children make excellent progress and develop a positive attitude to learning. Throughout the time a child is at the pre-school, staff gather evidence in the form of drawings, pictures, videos and photographs. This is then displayed in a personalised portfolio to show each child's unique learning journey. Children's emotional safety and well-being are protected because they are able to see, talk about and reflect on the progress and learning that has taken place.

Staff acknowledges and celebrates diversity. The resources, such as books, puzzles, dolls, small world play and imaginative play, reflect the diversity of the group and images of all people in our society and are easy to access. The addition of culturally diverse resources within the natural play environment such as pictorial shopping lists written in various languages supports this further. This ensures children develop a positive attitude to diversity. Children learn to respect others, within the pre-school and in the wider world, through interesting and fascinating topics and activities. They learn songs, numbers and games in Spanish. Staff are excellent role models and, as a result, children are extremely polite and beautifully behaved. All practitioners are committed to forging meaningful relationships with parents/carers and professionals. Practitioners develop imaginative ways of sharing information with parents/carers, such as photographic interpretations of the Early Years Foundation Stage outcomes within the children's portfolios and power point presentations of the themes covered. Communication with parents is extended through letters, newsletters, and parents' evenings, on the telephone or in person. Parents' views are valued enormously and they are encouraged to communicate their opinions through the questionnaires and comments box. All parents spoken to at the inspection were exceptionally complimentary of the pre-school.

The pre-school manager provides strong leadership to the staff team, who are well motivated and enthusiastic and work together closely to provide a welcoming,

attractive environment where children's welfare, learning and development needs are effectively met. Excellent, detailed documentation, policies and procedures are in place which meets all the regulatory requirements. Secure recruitment and induction procedures ensure adults are knowledgeable and suitable to work with children. Regular staff meetings, planning meetings, staff reflection and discussions allow staff the opportunity to contribute ideas that support the smooth and efficient running of the pre-school. Staff appraisals ensure ongoing suitability of all adults and help identify training needs. Staff can enrol on courses that lead to higher qualifications as well as courses on specific topics. Self-evaluation procedures encompass all practitioners' reflections and appraisal of the setting's strengths and areas for improvement. Children are also encouraged and supported to reflect on the session. Time is given for them to talk on a one-to-one basis, in small groups and large groups about whether or not they have enjoyed the session.

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

Children excel in the excellent care of the sensitive adults who clearly enjoy their relationships with children and their families. The environment plays an important part in extending young children's learning and development, and all areas of the pre-school are used to create a rich plethora of exciting, worthwhile and stimulating activities to challenge and encourage children's learning and development. Children play in a stimulating environment where they are very happy and there is a happy buzz of activity, songs and laughter throughout the pre-school. Children's artwork is beautifully displayed around the pre-school, showing how much they value individual achievement. Colourful posters and photographs make all areas of the pre-school welcoming. They have access to an extensive range of good quality resources that offer exciting, thrilling and fascinating learning experiences for every child. Children arrive happy and smiling as they greet their friends. They feel safe, secure and have a strong sense of belonging. They are supported by staff who believe that the freedom of children to play independently and to discover the world is crucial to their development and happiness.

Children have freedom to choose how they play during the free-flow session. This type of play helps them to develop self-esteem and feel empowered and included. All children have excellent opportunities to be creative, consequently, creativity is in abundance and weaves throughout every aspect of the children's learning and development. The negotiated drawing allows the children the opportunity to direct the pictures drawn by staff and then emulate them using their own perspectives. Magic potions designed and mixed by the children sit enticingly in differing shaped jars on the table and formulate the foundations of many role situations. The role play area which is currently representative of the home environment to reflect the changing preferences of the children includes at their request a phone book made up of their pictures and 'numbers'. The space theme exploded into action with the announcement from a spaceman that he had lost his space ship. The task for the children which they grasped enthusiastically was to help the spaceman by

designing and building a vessel and mapping out a journey for the ship to follow. On completion of the task the children became members of the space academy. The children have daily access to a splendid range of textured play. The clay is available both within the rooms and outside and copious amounts of intriguing natural materials are available to tantalise children's imagination as they embark on the creation of a model or picture. Children paint portraits of themselves and staff using a picture frame to incorporate perspective and positioning of the picture. They bang, hammer and screw pieces of wood to make airplanes using the tools at the woodwork bench. Staff build strong relationships with the children which means that they feel confident in expressing their views and feelings, knowing that they will be listened to and valued as individuals.

Children have plenty of opportunities for physical activities and fresh air throughout the session. They have a range of activities on offer to develop all aspects of their physical development, for example, large wooden blocks and grates, balancing resources, balls, trikes, and space to run, jump and crawl. The pre-school also has use of the school hall. Here they have the opportunity to take part in music and dance activities. Children also have areas in which they can rest. Staff understand that a healthy lifestyle supports physical, social and emotional well-being, and underpins successful learning. They ensure that mealtimes encapsulate the learning ethos of the setting, 'Involve me and I learn'. Therefore, snack time takes on many different approaches, for example, during 'Wild West snacks' the children sat round a makeshift campfire and ate rice, beans and corn on the cob. Staff recognise that when children are involved in growing their own fruit and vegetables they are more willing to try them. Consequently, children were given a large treasure box of different sized and coloured squash and pumpkins. For several days they explored these and then they made soup. In addition, last year, the children grew sweet corn, potatoes, celery and strawberries, all of which were very much enjoyed. The children bake bread daily for snack times. They are adept at pouring, weighing and mixing the ingredients with little adult intervention. This is not only an excellent acceleration of their mathematical development but also equips them with transferable skills for the future. The children are part of a multicultural setting and as such develop respect for different cultures. Activities planned and resources offered reflect the local community. Children have been talking about the local shops they go to and photographs have been put up to reflect the children's various backgrounds.

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

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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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