

Treetops Pre-School

Inspection report for early years provision

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Inspection date	15/06/2011
Inspector	Amanda Sheddon
Setting address	Berrywood Primary School, Maunsel Way, Hedge End, SOUTHAMPTON, SO30 2TL
Telephone number	07775958392
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Treetops pre-school was newly registered in 2011. It is privately owned and operates out of a purpose-built annexe in the grounds of Berrywood Primary school in the Hedge End area of Southampton.

They are registered to care for 26 children on the Early Years Register. It is their policy not to take children aged under two years of age. They are open between 9am and 3.30pm five days a week, term time only. There are 37 children on roll, of whom 21 receive funding. Children attend for a variety of sessions. They have a fully enclosed garden adjacent to the building. Six members of staff work with the children, five of whom are qualified to level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, they have settled well into this new preschool where children's individual needs are met most of the time. Children are offered a range of stimulating and interesting activities that actively promote their development in all areas. The selection and deployment of resources is a strength of the preschool. The experienced staff promote children's learning through their play. This is a fully inclusive setting where children's differences are acknowledged and respected. Staff meet regularly to discuss and evaluate the provision identifying any areas of improvement that are needed in order to improve the preschool.

What steps need to be taken to improve provision further?

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

- provide children with opportunities to use their skills and explore concepts and ideas during focused craft activities
- whilst participating in large group activities ensure that the individual needs of all children are met.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding. Full written risk assessments are in place and used effectively to promote children's safety both inside, outside and when visiting amenities outside the preschool. There are effective recruitment procedures in place to ensure that all staff working with the children are suitable to do so. All staff are aware of the procedure to follow if they had a concern about a child in their care. All staff have a relevant first aid certificate, ensuring that if a child were to have an accident they would be treated immediately and correctly. All

the required paperwork including parental permissions are in place, ensuring requirements are maintained and children protected effectively. All staff are aware of the policies and procedures that are in place, they are shared with the parents ensuring both parties are aware of their responsibilities.

The experienced and knowledgeable staff meet regularly to monitor all aspects of the provision. Where possible changes are made immediately to the provision for the benefit of the children, they have for instance, recently changed some of the areas around in the room to improve the area for snack time. They create development plans that identify improvements for the future.

The deployment and use of the resources is a strength of the pre-school. Children enjoy using an extensive range of excellent quality resources inside and outside. They are displayed to encourage children to become independent in their choices. The environment both inside and in the garden is child friendly, welcoming and conducive to children's learning. The layout of the room and garden enable the children to have a free-flow provision where they are effectively supported by the good deployment of staff to learn through their play. The innovative use of the resources outside stimulates and supports the children to engage in all areas of development. The staff know the children well which enables them to offer the children appropriate challenges and effectively meet their individual needs.

Good links are in place with other providers of the Early Years Foundation Stage that are involved with the children. The pre-school has collected and shares information with the other providers to promote the children's achievements and well-being. Partnership with the parents is good, they talked to their child's key person before their child started to ensure that the staff knew the children and could continue their progress. The parents are kept aware of their child's experiences through daily discussions with the staff. They are invited in to discuss their child's progress and next steps. The parents are very positive about the pre-school they are pleased with the way their children have settled, the progress they are making in such a short time and the way the staff care for their children.

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

Children enjoy their sessions at the pre-school. They eagerly participate in a good range of interesting activities that cover the six areas of learning. Staff make plans which incorporate children's interests which they have identified through accurate observations and interaction with the children. All this contributes to children making good progress overall in their learning equipping them with skills for the future and a smooth transition onto school. The staff know the children well and ensure that during most of the session the children are fully engaged, however, large group times do not always engage or interest all of the children. The organisation of the sessions allow the children to concentrate and persevere on their chosen task.

The experienced and skilled staff support the children leaning through their play.

They use routine and incidental opportunities to build on or consolidate children's learning. Children have many activities that promote their imagination and problem-solving skills; whilst making a train track they work together with a staff member to piece it together correctly, when using the well resourced flower shop they take orders and use the till counting the money. The effective deployment of the staff ensures that there is always a member of staff in the area to engage in worthwhile conversations with the children encouraging them to think and discuss the activity they are engaged in. Whilst undertaking craft work the children can freely select from a range of suitable resources and use their imaginations as they make their creations. However, when they participate in a focused art or craft activity they are not encouraged to contribute how they would like to complete or extend the activity.

Children are encouraged to self-register when they arrive and find their name again when they have snack. Many children know that print carries meaning and they enjoy using the resources that promote their reading and writing skills. Labelling in the room supports this understanding as for instance, the display pictures of the snack with the words written underneath, and there are Makaton signs with pictures and words. They write orders whilst in the flower shop, they write shopping lists during their imaginary play making their marks on paper. They are encouraged to write their name on their work or join the dots up with support from the staff. Children sit and read books to themselves and each other in the book area or in the garden, staff are able to sit and read to the children in small groups.

Children feel safe within the environment, they are comfortable and confident; they know the routine of the day giving them a sense of security. They have warm relationships with the staff and each other, if they are unsettled they approach a member of staff confident that the staff will respond positively to their needs. They have practised the evacuation procedure ensuring they would know what to do if they needed to leave the premises quickly.

Children engage in activities that support their understanding of healthy lifestyles, they access the outdoors each day and engage in a range of physical activities, both inside and outside. They are encouraged to be independent in their self-care skills; they choose when they want snack and know to wash their hands before eating. They help themselves to water during the session and pour their own milk at snack time.

The children's behaviour is very good; they are aware of the 'Golden Rules' that are in place and they respond well to gentle reminders for instance needing to have kind hands today. They respond well to tidy up time enjoying the responsibility of tidying an area and they wear their stickers for helping with pride. Staff praise and encourage the children throughout the session building on the children's self esteem.

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	1
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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