

Virginia Water Community Pre-School

Inspection report for early years provision

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Inspector	Lynne Elizabeth Lewington
Setting address	Beechmont Avenue, Virginia Water, Surrey, GU25 4EY
Telephone number	01344 842892
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Virginia Water Community Pre-School has been in operation since 1994. It is a committee run pre-school operating from Virginia Water Community Centre in Surrey. Children are accommodated in the main hall and an adjoining room and have use of an enclosed outdoor play area. Suitable toilet and kitchen facilities are available. There is level access to the premises.

The pre-school serves the needs of families in the area and the local community. The group is registered on the Early Years Register to care for a maximum of 32 children aged between two and under five years. There are currently 65 children on roll. The setting welcomes children with special educational needs and/or disabilities and children speaking English as an additional language.

The pre-school is open term time only and operates each weekday morning from 9.15am to 11.45am. Afternoon sessions are provided on Mondays, Tuesdays, Thursdays and Fridays from 12.15pm to 2.45pm and a lunch session is also offered from 11.45am to 12.15pm. Children attend for a variety of sessions or stay all day.

There are 11 members of staff currently working with the children. Members of the staff team hold recognised early years qualifications and teaching certificates. The setting receives support through a teacher mentor from the local school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit positively from the effective nurturing and learning environment this pre-school provides. Parents are welcomed and kept well informed of their children's activity and progress and good partnerships develop with the local community and other relevant services. The strong leadership and management and enthusiastic staff team evaluate the service they offer and make clear achievable and measurable plans to continue to improve the pre-school. This ensures they continuously meet the needs of those using the service.

What steps need to be taken to improve provision further?

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

- review the formal risk assessment and constantly reappraise both the environment and activities to which children are exposed and make necessary adjustments to secure their safety at all times
- continue to develop the links between indoor and outdoor environments so that children can move freely between them and experience a full range of activities

The effectiveness of leadership and management of the early years provision

Clear simple safeguarding policies ensure staff and parents are aware of the action the setting will take if they are concerned about a child in their care. Children's safety is further promoted well through regular fire drills and encouragement to develop an awareness of safe behaviours. Whilst a risk assessment of the premises is available this has not been reviewed thoroughly recently, however, staff do demonstrate a good awareness of safety in their practice. For example, doors are secured and sensible routines followed when children arrive and leave the setting. Children learn to use tools with care. References and criminal record bureau checks are in place for all members of staff.

The setting is inclusive and makes all parents and children feel welcome. They provide a good settling in routine to meet the child's individual needs. Staff make home visits increasing the child's confidence in the people who will care for them. An individual booklet is created for each child before they start at the setting, which shows them what their picture and peg will look like, who their teacher is and what sort of things they will do. Discussions with parents before the child starts in the setting enable the staff to understand and prepare to meet individual needs appropriately.

Parents speak positively of the service offered, the warm welcome they receive and the good quality learning opportunities their children experience. Staff understand the importance of developing positive partnerships with parents and provide meetings to share ideas and knowledge. They also seek feedback through an annual questionnaire, which is reviewed and used in evaluation and development of the service. Positive working partnerships with the local school, the early year's service and the local community all help to provide the pre-school with a good quality service.

The setting makes good use of its resources. The available indoor space provides children with a varied and interesting play environment; the outdoor areas are attractive and secure. There are opportunities for free flow play between indoors and out. However, this is an area currently under development to improve access in all weathers to a broader outdoor curriculum. The good quality toys and resources are attractively stored enabling the children to access them independently. Careful planning enables the staff to have a clear understanding of their daily activities and ensures that all aspects of the setting are suitably supervised.

The enthusiastic management actively seek advice, develop knowledge and skills and plan effectively to promote a constantly improving setting, which meets the needs of the children who attend. They have identified areas for improvement and have detailed plans of how they will achieve their aims within timescales. Generally all the required documentation is maintained and reviewed as required, to meet the requirements of registration.

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

This pre-school environment is encouraging positive outcomes for all children. Observations and records indicate that good care is taken to ensure each child enjoys and achieves; is encouraged to be healthy; be safe and make a positive contribution and develop skills for the future. Snack time is an excellent example of how this simple event can be an enjoyable learning experience. Children contribute fruit from home which is displayed attractively in a hamper. A small group, after washing their hands and with close supervision, prepare the snack for their friends; peeling bananas and cutting fruit into small pieces with children's knives. Children then join the snack bar as they wish, pour their own water or milk and help themselves to fruit. An adult stays at the table to help if required and natural conversations develop as children share their knowledge and ideas. This activity provides children with an opportunity to learn about good hygiene routines, healthy foods, their bodies, how to use tools safely in addition to sharing and social interaction.

The pre-school plans the learning environment well. Each area of learning is supervised and a planned activity identified. These activities link into the next steps in learning identified by the children's key workers and offer scope for the children's learning to be extended. Children benefit from an excellent book area which provides a quiet refuge to sit comfortably and look at the excellent range of good quality fact and fiction books available. The books are displayed attractively enabling the children to see the covers and select ones of interest to them. Children use the books independently, carefully turning the pages and looking at the pictures. They also enjoy sitting with an adult to share a story. Books are used throughout the setting to support the activities on offer ensuring children have opportunities to extend their learning. Mark making materials are easily available and the setting is developing labelling and display boards.

Children show developing awareness of size, quantity, position and shape as they play with puzzles, construction toys and dough. They have opportunities to participate in computer club and also benefit from access to a computer and other technology in the playroom to support their learning. They demonstrate a good awareness of how to use the mouse as they undertake appropriate games on the computer.

Physical development is promoted well. The children develop their fine control using paintbrushes, pencils, scissors, and tools. They demonstrate increasing skill as they manoeuvre tricycles and scooters outdoors and use the outdoor play equipment. Children demonstrate an increasing ability to concentrate as they undertake their 'work' and share their discoveries with the adults. For example; a child after cutting and rolling the dough sought the adults attention to show how soft and smooth it had become. They act out experiences and stories and enjoy dressing up as characters from a favourite story.

Children are learning to share, take turns and use good manners in their routine activities. They are learning to make choices, be independent and to look after the

toys and equipment as they help to put away their activities. Children learn about their community through outings to the local shop, park and fire station. These activities link to discussions, stories and activities enabling the children to share and extend their knowledge.

Staff maintain good quality observations of the children and link these to the next steps in children's learning. Records of children's developmental progress along with parent's comments enable staff to monitor and plan pre-school experiences and seek additional support if required. Good care is taken to ensure that any transitions are managed well enabling the child to fully benefit from their early years learning experiences.

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

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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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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