

Swanmore Pre-School

Inspection report for early years provision

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Inspection date	18/05/2011
Inspector	Alison Large

Setting address	Swanmore Pre-School, Church Road, Swanmore, Southampton, Hampshire, SO32 2PA
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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

Swanmore pre-school is a committee run group which opened over 40 years ago, they moved to their new premises in 2011. It operates from a purpose built building in the grounds of Swanmore Primary School, in the Swanmore area of Hampshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from 9am to 3pm on Monday, Tuesday, Wednesday and Friday and 9.00am to 12.00pm on Thursdays during school term times only. All children share access to a secure enclosed outdoor play area.

There are currently 42 children on roll, and the setting receives funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with special educational needs and also support a number of children who speak English as an additional language. The pre-school employs seven members of staff and all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish their time at the pre-school. They are welcomed into a warm and friendly setting by staff who meet the children's needs with great success. Children are receiving excellent care and education, with all staff striving to ensure that children are learning through their play and by providing interesting and worthwhile activities. Very effective systems ensure children's individual needs are recognised and identified and ensure all children are valued. Excellent systems for monitoring and evaluating the settings practise are in place to enable continual improvement to take place.

What steps need to be taken to improve provision further?

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

- develop children's opportunities to find out about and use appropriate information technology to support their learning and further enhance practice

The effectiveness of leadership and management of the early years provision

The high aspirations of the staff team and the close communication with the committee ensure there is excellent team work from all adults. This ensures that they are all motivated and work hard to offer children a high quality environment

where children can feel safe and secure. Arrangements for safeguarding children are robust. Staff all have a very good understanding of child protection and safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff, and this ensures all adults working with the children are suitable to do so. Regular staff meetings ensure that information is shared and that all staff are included in the decision making. This enables them to take pride in their surroundings and enhances their practice. Staff make excellent use of resources. The indoor and outdoor play areas are well organised to enable children to take part in a wide variety of activities both inside and outside. The setting promotes equality and diversity; all children are included and supported very well.

An excellent partnership between the pre-school and parents ensures key information is shared between them. Parents express enormous confidence in the standard of care, communication and their child's preparation for the future. They feel welcomed into the setting and praise staff for the excellent support they give to the children. Staff recognise the importance of having excellent relationships with the parents to secure the children's good progress. Regular newsletters and a parents notice board ensures they are kept well informed. Staff share the children's assessment records with parents and discuss with them the children's next steps in their development and learning, to ensure they are fully involved in their child's learning. The links are in place and effective, with other providers for children who attend more than one setting, and the local schools the children move onto, to ensure there is continuity in the children's care and learning. There are very good systems in place to monitor and evaluate the setting, to ensure any strengths and areas for development are highlighted. For example, the use of computers and other information technology is something the staff are working to develop further to enhance children's experiences. Children are learning about wider society and differences through using a variety of resources that show positive images of diversity, such as books, role play and dressing up clothes. .

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

Children thrive in the stimulating and imaginative environment that is created for them by the highly motivated staff team. Staff are all enthusiastic and confident; their positive attitude helps children feel confident, building on their self-esteem. Throughout the pre-school children are making excellent progress in all areas of development. They are confident, keen to join in activities and are developing warm relationships with each other and staff. Staff carry out observations of the children, which are linked to the different areas of learning, and use these to identify the next steps for each child. Systems for planning and assessment are monitored to ensure the activities and learning experiences fully support children's interests and the next steps in their learning.

Children are actively involved in their play, confidently selecting and exploring resources. Children's independence is promoted very well; they are developing skills such as putting on their own coats and boots to play outside, and also choosing what food to eat and pouring their own drinks at snack time. One of the

great strengths of the pre-school is the use of the outdoor area, where there is a wide range of exciting resources to stimulate the children's interests and provide many opportunities for learning and enjoyment. The pre-school provides waterproof clothing to ensure children can have fresh air and exercise in all weathers. Children's physical skills are developing well, the range of outdoor equipment enables children to ride a range of wheeled toys and have opportunities to balance, catch and climb. Children of all ages enjoy taking part in story time where they are able to participate, and also enjoy singing action songs. They particularly enjoy taking part in the music and movement session where they enjoy marching, skipping, jumping and clapping.

Children learn about good hygiene routines and are reminded to wash their hands before eating and after using the toilet. The pre-school provides an excellent variety of healthy and nutritious snacks, which include fruit and vegetables. Very good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children behave exceptionally well, the staff are good role models promoting listening and helping children to become sensitive to each others needs, children are learning to share and take turns and play very well together. They are developing friendships, and interact with staff and each other very well. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them prepares them superbly for future life.

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