

Peacock Pre-School

Inspection report for early years provision

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Inspector Loraine Wardlaw

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Peacock Pre-School has been registered since the mid 70's and is one of eight pre-school provisions which are run by the Naval Under Fives management team. The pre-school operates from a converted house in the residential area of Drayton, which is on the outskirts of the city of Portsmouth, in Hampshire. The pre-school has sole use of the premises and children have access to three rooms, which are used for various activities and a fully enclosed outside play area.

The pre-school primarily serves children from the local naval community, although they also welcome children from the surrounding area.

The pre-school is open on a Monday, Tuesday, Thursday and Friday from 9.00 am to 3.00 pm term time only. On Wednesdays it is open from 9.00 am to 12.30 pm. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare register. A maximum of 18 children aged two to five years may attend the provision at any one time. There are currently 17 children on roll.

There are four members of staff employed to work with the children; three are qualified to level three in early and one member of staff is working towards a level two qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed into a secure and homely environment where the adults caring for them meet their welfare and learning needs with a lot of success. Children thrive in the nurturing and stimulating pre-school which, overall, is set up and organised to enable children to make good progress towards the early learning goals. A strong partnership with parents ensures that all children are included and their individual needs are met effectively. There is a clear commitment by practitioners to ensure the settings good policies and procedures are consistently put into practice. The pre-school is continually evaluating its practices and has systems in place to monitor the care and learning that takes place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or accident (Documentation) (Also applies to both parts of the Childcare Register)

03/01/2011

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

- develop further the system to implement children's 'what next?' learning steps in a precise manner and share these with parents

The effectiveness of leadership and management of the early years provision

The pre-school is well managed and efficiently organised. Good safeguarding procedures are in place to protect children. All practitioners hold a clear Criminal Records Bureau check before they commence work at the pre-school. Many staff have undertaken advanced child protection training and are confident in their roles and responsibilities with regards to reporting any concerns, and what happens next. Rigorous daily checks are undertaken on all areas used by children but the recording of these does not fully meet the legal requirement for documenting risk assessments. Robust recruitment and vetting procedures ensure that a good majority of adults who work with children are qualified in early years and are suitable to care for children. The cohesive team at the small and intimate pre-school have organised the rooms so that children can freely select a wealth of learn through play activities. Although not all areas are presented in an effective and inviting way. Children's art work adorns the walls and the outside areas have been fully developed to promote free flow play indoor and outdoor play with good emphasis on all curriculum areas.

The staff team work extremely well together and are continually reflecting and evaluating the practice that takes place at the pre-school. There has been a recent change in the management structure which has liberated staff in bringing forth new ideas and practices. For example, Rosie the persona doll is used to help settle new children into the pre-school. The accurate Ofsted self-evaluation form is used as an effective tool for staff to evaluate systems and inform the setting's future improvement plans. Parents contribute to shaping the pre-schools actions plans through an effective communication system at monthly management meetings. A strong emphasis is placed on developing successful partnerships with parents. The parent and key person shares information about the child's needs and preferences at the commencement of a place, which means the practitioners, can quickly get to know the children. An ongoing dialogue occurs daily, verbally and through an additional home link book which means parents are fully informed of their child's day or session. Parents are provided with a good amount of information regarding procedures that underpin the settings practice and notice boards are up to date with lots of information for parents. Parents can view their child's learning journey, but tailored guidance and information about precise ways parents can support their child's learning is not fully in place for all children. Staff promote equality and diversity through good practices. For example, there is well planned topic work to raise children's awareness of other cultures and religions, good resources are available which depict minority groups in society and staff adapt activities to suit children's individual needs.

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

Children are excited and motivated to learn at Peacock pre-school. They are very receptive to the practitioners with whom they build a strong, trusting and loving relationship. Children demonstrate confidence and self-esteem as they go about their self-chosen play activities. Even the newest children settle quickly because staff are understanding and in tune with their individual needs. Staff are skilled at purposefully interacting with children to promote many areas of learning and pitch small group times and activities to just the right level, offering good challenge and support. For example, children feel a sense of belonging and learn to recognise their name in print when they are gently reminded to put their photo under their name on the registration board. They count accurately using their fingers as the practitioner points to each photo and then spontaneously recognise numerals when completing the calendar and weather board. The practitioner encourages children to trace their finger over the number eight and suggests what it looks like which evokes the children to contribute their ideas such as a snowman. Staff ask open-ended questions to encourage the children to think and children receive good support whilst on the excellent mathematical software computer games. They show they are eager to participate and the more able child demonstrates their excellent skills in the use of the computer, counting, and problem solving and calculating skills. Children are keen to use scissors and pencils at the writing table and receive very good praise and encouragement in their achievements.

Younger children receive kind and sympathetic support to independently use the toilet. They wash their hands unprompted and use the dryer to minimise cross-contamination. Children choose from a varied range of nutritious snacks mid-morning and during the summer they grow radishes, tomatoes, strawberries in their small allotment to eat at snack time. Children enjoy getting wrapped up warmly and put on their wellington boots to explore the snow outdoors. Staff are careful to promote their personal independence at these times. Children learn the behaviour and safety rules of the setting by the very good visual rules displayed on the walls. They behave well relishing in the positive re-enforcement they receive from staff. Children regularly take part in the fire evacuation procedure which is carefully planned to include new children. Key persons know their children well and keep a good track of their capabilities and progress towards the early learning goals. They adapt planned activities to include children's next learning aims but children's next steps are not consistently recorded in their learning journeys and are not precisely planned for by the staff in more focused activities. Children learn about the Indian festival of Diwali through creative activities such as lantern and mask making, alongside the Rama and Sita story which is introduced to them. Children who are not comfortable with situations or who have a specific need are swiftly identified and staff change their practice to meet their needs. For example, they have introduced a hand warmer to children who have very cold hands and use puppets during the Christmas nativity instead of costumes.

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 03/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 03/01/2011