

Bisley Pre-School

Inspection report for early years provision

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Inspection date	01/03/2011
Inspector	Amanda May
Setting address	Village Hall, Guildford Road, Bisley, Woking, Surrey, GU24 9EG
Telephone number	07855 194070
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Bisley Pre-School has been in operation since 1983. It is a committee group operating from Bisley Village Hall in Surrey. Children are accommodated in the main hall and have use of an enclosed outdoor play area. Suitable toilet and kitchen facilities are available.

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 26 children aged between two and five years. There are currently 66 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The pre-school welcomes children with special educational needs and there are currently children attending who speak English as an additional language.

The pre-school opens five days a week, term time only. Morning sessions run from 9.15am to 11.45am, and afternoon sessions run on Mondays, Tuesdays, Thursdays and Fridays from 12.15pm to 2.45pm. Children attend for a variety of sessions. There are eight part-time members of staff currently working with the children, all of whom hold a recognised early years qualification. In addition, two members of staff hold early education and childcare foundation degrees. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A dedicated and knowledgeable staff team work together exceptionally well and have a thorough awareness of each child and how to promote their development and progression in all aspects of their learning and care. Robust evaluation of activities and general practice within the setting is discussed and evaluated by staff, children and parents, in addition to seeking views of other early years' practitioners and professionals. As a result, the areas targeted for future development are well researched and planned improvements have a highly beneficial impact on the children who attend.

What steps need to be taken to improve provision further?

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

- enhancing the information shared with parents; including details of how their child is making progress in their learning and development on a regular basis, whilst offering support for extended learning in the home.

The effectiveness of leadership and management of the early years provision

Robust and highly effective practices are in place to promote children's safety. Staff all demonstrate a thorough awareness of how to ensure that the environment which children play in is safe and secure and they monitor this aspect of the provision to a very high standard. Issues surrounding safeguarding children are exceptionally well identified by staff who have a full understanding the procedures they should follow if they had concerns about a child and fully appreciate the benefits of working in partnership to protect children. The manager works hard to secure excellent links with local schools, early years' providers as well as health care professionals, which ensures children receive a consistently high standard of care and support. Staff have a thorough and detailed understanding of each child and how they are making progress in different aspects of their learning and development, allowing each child to blossom and thrive. Children who speak English as an additional language are fully included in all activities and through labelling resources in the languages that are spoken, bilingual children feel valued whilst others develop respect for people of different cultures and backgrounds to themselves.

Staff deploy themselves very effectively within the provision to ensure individual children are supported in their play and are provided with additional support and challenge where necessary. Resources are displayed attractively and the setting has a truly vibrant feel. As children arrive they are greeted by a wide range of exciting toys and activities which stimulate their interest and seize their curiosity. For example, as the weekly theme is space, children enjoy hunting in sparkly sand and model make with play dough which is hand made to improve texture and the sensory experiences of the children. Activities are laid out invitingly and children remain fully engrossed in the activities that they choose to partake in.

Parents provide good feedback about the setting and explain how friendly and welcoming they find staff. Annual meetings are planned to provide parents the opportunity to find out how their children are making progress, although more could be done to provide information about what staff are working on with children to promote their future development on a more regular basis. Parents views are sought regularly by staff and the majority of these are very positive and include statements such as 'my child always comes home with a smile on their face'. The manager encourages parent and child feedback and staff have recently consulted children about what they would like included in the newly revised garden area. This genuine interest in the children's views promotes high quality targeted plans for improvement. Further to this the setting constantly shares practice with other early years providers and accesses a variety of purposeful training opportunities, which enhance the provision for children immensely. Staff are dedicated and enthusiastic in their work and work closely with the manager who is ambitious and sets high expectations which are met in all respects.

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

Children arrive at the start of the session, beaming at staff and their friends before waving good bye to their parents confidently. They quickly find something interesting to investigate, such as a large box of shells or help themselves to an apron before using a variety of different types of brushes to make patterns with paint. Staff greet children warmly and show a real interest in what they have to say. Children remain fully motivated in their activities and behaviour is impeccable, partially owing to excellent staff deployment as well as such an interesting and vibrant range of activities which are based upon the interests and needs of each child.

Each staff member is knowledgeable and highly skilled in determining how different activities can be used to promote development and children are very well challenged and supported as they investigate how things work. For example, whilst children are making a collage they discover they can blow through the straws; staff support this interest through providing challenges for children to make small balls out of different resources and attempt to blow them along and catch them in a small cup. Children eagerly rise to the challenge and persist as they try to succeed.

Planned activities are provided through staff observing children's interests the week before, recognising where additional activities would challenge children further. The staff's understanding of how children progress and ways which they can support this is a key strength. Individual children are very well catered for in all instances and staff ensure that each child is fully supported and included. Staff use innovative ideas to help support children who struggle to settle, such as using the child's favourite soft toy to become part of the group. Through photographing the toy at different activities, children are encouraged to attempt new challenges and enjoy exploring new resources, fully extending levels of confidence and self-esteem.

The outside area is utilised exceptionally well and includes a wide range of opportunities for children to explore the natural environment, such as when they help to plant potatoes before mark-making and writing labels to signify what variety the potatoes are. Children enjoy being able to dress up in the outdoors and act out stories such as the 'Three Little Pigs', developing a joy of story-telling and using language to imagine and recreate roles and experiences.

Children have a good understanding of being healthy, for example as they discuss healthy choices when having a snack and as they learn about the changes in their bodies during physical activity. Children can be generally independent as they practice their hygiene routines and are supported in learning the reasons for hand-washing before snacks and meals. The safety of the children is a priority of staff and children are very confident in how to take care of themselves as well as others. They confidently explain to visitors what they have to do during a fire drill, explaining they line up outside and answer their name so they know everyone is there. Children are extremely content within the provision and are eager to work co-operatively, approaching one another to ask to join in a game, before being

welcomed enthusiastically by the other children. Small groups particularly enjoy exploring the computer and show how they make cars fly in the sky through animated programmes, using the mouse skilfully and giggling together at their achievements. Children are inquisitive learners and show a great desire to explore and investigate, thriving in a high-quality and purposeful environment.

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	2

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	2
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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