

# Andy Pandy Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	511534
<b>Inspection date</b>	21/04/2009
<b>Inspector</b>	Heidi Abernethy
<b>Setting address</b>	Community Centre, Westlands Grove, Fareham, Hampshire, PO16 9AD
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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).

## Description of the setting

Andy Pandy Pre-school opened in 1994. It is located in the Portchester Community Centre, which is in a residential area of Fareham. The pre-school is a part of the Portchester community centre. The pre-school serves the local community. The pre-school is open from 09:15 to 15:15 on Mondays, Tuesdays and Thursdays and 09:15 to 12:00 on Wednesdays and Fridays. Lunch club is offered between 11:45 and 12:45. It is the policy of the group to admit children from two years and six months of age.

The pre-school is on the Early Years Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 40 children aged from two years to under five years on roll, some in part-time places. The pre-school currently supports children with learning difficulties and/or disabilities.

There are five members of staff, four of whom hold appropriate early years qualifications to NVQ level three. One staff member is working towards NVQ level two. The pre-school provides funded early education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The management and staff team work well together to provide good quality provision to children and their families. They work effectively with parents and external agencies to ensure children's needs are met and they obtain the additional support they require. The pre-school have a good understanding of their strengths and are knowledgeable about areas of development to address to bring about improvement for the pre-school provision.

## What steps need to be taken to improve provision further?

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

- ensure children's next steps in learning are fully identified in order to extend and challenge children's learning and continue to establish a two-way flow of information between other early years providers to ensure consistency with their individual learning and progress
- provide children with further opportunities to make marks and use writing skills in a range of situations and for a range of purposes in order to support and extend their learning.

## The leadership and management of the early years provision

Partnerships with parents are good. The pre-school staff communicate with parents at the beginning and end of each session informing them about their child's basic care routine. They send children's individual learning records home at the end of each term and parents are encouraged to contribute their own

comments into these records. The pre-school have formed links with other early years providers and obtain information about the children's basic care routine and needs. However, these systems are not fully established to ensure the pre-school obtain information from other providers about the children's individual learning and progress. The pre-school have an established library system where children enjoy taking books home to share with their families.

Children's welfare is safeguarded well because the staff team have a good knowledge of child protection procedures. A policy is in place and shared with parents to ensure they are aware of the pre-school's professional responsibility. Hazards are identified and minimised because risk assessments and checklists are in place.

The pre-school have addressed most of their recommendations from their previous inspection. This feeds into the continuous improvement of their provision. The pre-school staff meet together regularly at the end of each session to evaluate the day and discuss ideas. The group have made several improvements to the lay out of resources and activities since moving to a different room within the community building.

## **The quality and standards of the early years provision**

The pre-school staff have a good understanding about the learning and development requirements of the Early Years Foundation Stage. They observe the children's individual learning and record their development in their individual folders. However, observations are not consistently recorded for all areas of learning and next steps across all areas of learning are not fully identified. In addition, some older children play in one area with the same resources for most of the session and are not effectively challenged or occupied. Staff are not currently utilising the information they have obtained from observations to fully challenge and extend children's learning as they play.

Children arrive at the pre-school happily and separate from their main carers well. New children starting at the setting are given reassurance and distracted into activities when they become upset because their parent has left the building. Children are able to independently select toys and resources from low level shelving and storage labelled with words and visual pictures.

Children enjoy both structured and free arts and crafts. They enjoy making mini-beasts as they mould clay in their hands and use cotton buds to make the legs and antennae. Children join in with doctors and nurses role play and giggle as they dress up in doctor and nurse outfits. All children are encouraged to wear any of the outfits which fosters an awareness of positive gender roles. Children are all given equal respect and treated as individuals by the staff team. The staff have obtained information from parents about children's home cultures and families. They obtain books and learn some words in different languages to support children who do not have English as their first language.

Children sit in the book corner together as they relax on the soft cushions and

beanbags. They have access to a range of fiction and non-fiction books and talk to each other about what they see in the pictures. They have some opportunities to explore emergent writing and make marks such as in the sand and using the chalks. However, opportunities for children to access a variety of writing resources to make marks alongside their everyday play and for a range of purposes is not as effectively promoted.

Children are well equipped with tools to keep themselves safe as staff continually remind them of the safety rules and why these are in place. For example, staff talk to children about not rocking on their chair because they could fall and hurt themselves. Staff use consistent behaviour methods with the children such as positive praise and encouragement. This in turn boosts children's self-esteem and confidence.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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