

Aardvark Pre-School

Inspection report for early years provision

Unique reference number	EY427625
Inspection date	08/09/2011
Inspector	Caroline Preston

Setting address	The R J Mitchell Primary School, Tangmere Crescent, HORNCHURCH, Essex, RM12 5PP
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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

Aardvark Childcare opened in 2011 and operates from a purpose-built building on the RJ Mitchell school site. Children have access to an enclosed outdoor play area. The pre-school is in a residential area in Hornchurch, in the London Borough of Havering, close to shops, parks, schools and public transport. It is open each weekday mornings from 9am to 12pm and afternoons from 12pm noon to 3pm term time only. The pre-school also runs a breakfast and afterschool club and provides care during the holidays. The pre-school is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 66 children aged from two to five years on roll, some in part-time places. The pre-school has a number of children with special educational needs and /or disabilities. There are six members of staff, all of whom hold early years qualifications to at least level 2. The pre-school provides early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. They are offered a challenging and interesting range of learning activities. However unusual creative materials are not accessible during play. Children are safeguarded because of a strong knowledge of safeguarding procedures. Partnerships with parents are outstanding, which supports meeting the needs of individual children. Self-evaluation is effective as it supports delivering better practice which benefits children.

What steps need to be taken to improve provision further?

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

- provide unusual or interesting materials and resources that inspire exploration.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and staff demonstrate a high level of commitment to promoting safety. Staff have undergone safeguarding training which helps them to keep children safe. The environment in which children are cared for and educated is safe and supportive. Regular risk assessments are carried out which identifies

any possible hazards that may be of harm to children.

Staff have a good understanding of all of the children's backgrounds and particular needs. This means they support children in all their areas of development, promoting equality and diversity.

Resources are good and help to support children in their learning across all areas of development. Children are offered high quality toys that are interesting and stimulating both indoors and outside. Staff plan carefully around the needs of the children and the quality of the resources are of a high standard. Staff work effectively together to improve practice by undertaking regular training. They collate ideas during the session and record these in the development book, which is used to discuss and improve practice. This supports children's developmental needs and embeds ambition and drives improvement. Partnerships with others are well-established and make a strong contribution to children's achievement and well-being. Staff work closely with outside agencies to meet children's additional needs. They visit local specific settings that support children with special educational needs.

The pre-school has a highly positive relationship with all parents and carers. Outstanding support is offered to parents which benefits the children, as their individual needs are met. Parents are heavily involved in decision-making through participation in the pre-school's self-evaluation. Their views are used to influence the running of the setting. Highly inclusive systems of communication are in place so that children are given very good opportunities to inform their parents about their achievements. Self-evaluation involves all staff, who are focused on improving care and education for children. Action plans are in place which support meeting the children's needs to a good standard. All areas of the setting are reviewed by staff who then implement new goals for improvement.

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

Children are offered a well resourced environment that helps them to achieve. And staff have a good understanding of the Early Years Foundation Stage. Activities are well planned, based on thorough, accurate observations and assessment and matched to the full range of children's needs.

Children enjoy taking part in large physical activities in the well resourced garden which they access throughout the session. Younger children who are new to the setting show confidence; for example as they climb and act out being a ships captain on top of the large climbing apparatus. Children move with control as they self-select from the wide range of small wheeled toys.

Young children who are new to the setting quickly become interested in the stimulating pre-school environment. They begin to feel secure and start to develop strong relationships with staff and settle happily. This supports their social and emotional development. Children listen to staff as they engage with them, asking questions and interacting well with children to support their learning. Children

learn new words as they listen to stories and discuss the activities they are involved with. They begin to recognize patterns as they complete puzzles and fix construction pieces together, developing problem solving skills.

Children enjoy taking part in creative activities as they make patterns and shapes in the corn-flour, they use their imaginations to create paintings and are proud of their achievements. However a fuller range of creative resources are not available each day to encourage children to develop their creative skills further. Children are skillful in using the computer. This supports their understanding of the world and develops skills for the future.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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:

Met

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

Met