

Winford Village Pre-School

Inspection report for early years provision

Unique Reference Number	EY363099
Inspection date	22 January 2008
Inspector	Rachael Williams
Setting Address	Winford Church of England Primary School, Felton Lane, Winford, North Somerset, BS40 8AD
Telephone number	07786304111
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Registered person	The Trustees of Winford Village Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Winford Village Pre-School opened in 1987 and moved to its current site in 2007. It operates from an Elliott building which is situated in the grounds of Winford Church of England Primary School. The pre-school has the use of school facilities including the field and fully enclosed playground.

A maximum of 24 children aged from three to five years may attend the pre-school at any one time. At present, there are 17 children on roll all of whom are in receipt of early years funding. The pre-school is open five mornings a week from 08.45 until 11.45 during term time. Children attending are from the local area and surrounding villages. The pre-school supports children with learning difficulties and/or disabilities.

The pre-school is run by a committee who employ six members of staff to work with the children; of whom, three hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit greatly from very high standards of hygiene and, through highly effective procedures and practices, children's physical, nutritional and health needs are effectively met. Daily routines ensure the children remain healthy, such as rigorous cleaning regimes where children are protected from the cross contamination of germs. Children show very good awareness of their own personal needs, for instance visiting the toilet facilities independently. They have been actively involved in preparing notices to remind themselves to wash their hands using soap and water.

Children are fully protected in an emergency as over half the staff have relevant paediatric first aid training which is regularly updated. There are fully stocked and maintained first-aid boxes to ensure children's well-being. Accurate accident and medication records ensure children are very well cared for and that parents are fully informed.

Children are introduced to a healthy lifestyle. They are very well nourished as they are provided with healthy snacks, such as a selection of fruit accompanied by a cheese biscuit. A water jug has been introduced to the children so that they may access it throughout the session. Children thrive as they have frequent access to fresh air and physical activities. The free flow environment empowers children to make choices and they thoroughly enjoy playing in the fully enclosed outside area as well as in the school's playground. Children regularly participate in a wide variety of daily physical activities both structured and free play to ensure they have plenty of exercise to contribute to their well-being. Children are aware of the effects exercise has on their bodies and remove coats when they are hot. They benefit from an abundant range of outdoor equipment which challenges them effectively. Physical experiences are enhanced through the use of the adventure playground, climbing equipment at the village hall and use of the school hall on a regular basis.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Staff have worked incredibly hard to provide a comfortable and welcoming environment in their new premises. Children thrive in the well-organised, spacious pre-school building which has been carefully arranged into specific zones to meet children's care, learning and developmental needs. Children's experiences are further enhanced by close links with the school where areas, such as the computer suite, may be accessed. Excellent use is made of the free flow environment which further encourages children's independence in making choices about their learning. The pre-school is well equipped with an abundant range of high-quality toys and resources which support children's play as these are stored in low level units and are easily accessible. For example, children readily access additional materials to support their creative development.

Effective deployment and close supervision by staff ensure children are safe and comfortable during the sessions. Comprehensive risk assessments ensure children are fully protected and that vigilant staff take prompt action to remove potential risks. Children are becoming aware of their own safety, for instance through regular fire drills. They show good awareness of how to use tools safely, such as hammers and scissors. Children are cared for in a secure environment where access to and from the setting is monitored effectively, for instance through the use of

a visitor's record. There are robust collection arrangements to ensure children are collected by suitable adults. Children are further protected through staff's excellent knowledge and understanding of child protection issues. There are comprehensive procedures in place as well as additional reference materials to support them in carrying out their responsibilities to ensure children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely confident, happy and settled. They are highly motivated and are fully involved in making decisions about their learning. They explore and investigate an excellent range and balance of activities which help them make progress in all areas of their learning. Adults are interested in what children say; talk and listen to them; ask questions; respond exceptionally well to children's interests; and praise and encourage them. Hence, children's individual needs and welfare are effectively promoted.

Nursery education.

The quality of teaching and learning is outstanding. Staff are highly committed to ensuring they know their children exceptionally well and plan interesting and challenging activities that support their progress in all areas of their learning. The flexible planning ensures children are fully involved in their own development as they make decisions about their play and their interests are acknowledged and valued. Staff focus on child initiated play and make informative observations to guide future planning. Small group activities are effectively evaluated to support next steps in children's learning. Children with specific needs are effectively supported and extended through excellent staff deployment to ensure all are fully included at their stage of development. For example, activities are appropriately differentiated, for instance a game of Lotto involves children matching pictures/words or challenged to phonetically word build. Through staff's excellent knowledge of the Foundation Stage curriculum children's assessments are of extremely high quality and clearly show children's progression towards the early learning goals. There are very good links between planning, evaluation and assessments to ensure next steps in learning are fully identified for each individual child.

Children are curious and have a strong exploratory sense. For example, they show high levels of involvement when investigating water. They are able to rehearse, repeat, review and consolidate their learning as they select objects to see if they float or sink. Children show excellent concentration and perseverance with tasks, such as when using a range of materials to spontaneously create. Children show pride in their achievements, for instance a child confidently shares the train he has built with recycled materials and uses it imaginatively in his play. Staff are excellent at praising the children and acknowledging their achievements, for instance through effective displays.

Children are very secure on routines and their behaviour is exemplary. They sit comfortably for a show and tell session and show respect while others are talking. The children are excellent communicators. They confidently share their experiences, explain what they are doing and talk the process through. A young child is supported exceptionally well to develop her language skills. She imitates the member of staff placing puppets around the quiet area and creates roles for each one as she uses simple sentences to create a story, for instance of how the cook makes fairy cakes for the princess. Most children confidently recognise and write their name and are fully encouraged to mark make spontaneously. A child confidently selects resources to support his chosen activity. He selects two-dimensional shapes which he draws around to create a house.

He skilfully discusses with a practitioner how he wants to use building blocks, with his picture, to create a house; the practitioner listens and responds exceptionally well to stimulate his learning.

Children manipulate play dough very well showing good small muscle skills as they stretch, cut and mould it into the desired shape, such as fairy cakes and cookies. They use a range of tools competently and give clear explanations of how they have made them and how they need to be cooked. Children play imaginatively, for instance they create an impromptu train journey where chairs are rearranged to create the carriages. Children are given many opportunities to use their senses and to explore textures. For example, a child imaginatively develops her play; she uses mathematical language to explain how she is filling the container and using it to sprinkle seeds on each patio square showing good coordination and spatial awareness. She then sprinkles fairy dust onto the seeds to help them grow. Children use the tape recorder confidently explaining which buttons need to be pressed to make the music play so that they can dance. Children compose enthusiastically with a range of instruments; they are supported well by practitioners to play softly and loudly. The practitioner listens and responds well to children's ideas, for instance how one instrument sounds like the rain.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued and respected by caring and passionate staff who are committed to ensuring that each child's needs are successfully identified and met within the fully inclusive environment. Children have an excellent sense of belonging. They are proud to wear their pre-school sweatshirts, to be involved in creating a friendship flower and to observe themselves in the photograph albums. They are incredibly confident and settled in the new building. Excellent relationships have been established and they show care and concern for each other. They confidently make choices about their learning accessing activities that interest them. Children are fully involved in village life, the natural world and the wider community. Through topics, positive images and an abundant range of toys and resources children are becoming more aware of the diversity in our society. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is exemplary. They have good understanding of routines, expectations and boundaries. They benefit from consistent approaches and benefit from sensitive explanation about how their behaviour may impact on others. They are happy and settled and quickly become engrossed in challenging activities, leaving little time for boredom or undesirable behaviour.

Partnership with parents is outstanding. Excellent relationships are established with parents in this small, close-knit setting which greatly enhances children's care and learning as there is a regular exchange of information, for instance the home link diary. The flexible settling in arrangements ensure that time is spent getting to know the family and each child to ensure their needs are addressed effectively. Parents demonstrate their appreciation of the staff by supporting them wholeheartedly with fundraising and sharing skills and resources to support and enhance activities. Parents are well informed of children's progression through regular consultations and daily key worker discussions. Parents receive a wealth of information, such as through the welcome pack, policies and procedures within the operational plan.

Organisation

The organisation is outstanding.

Children's progress is significantly enhanced by the excellent organisation of the pre-school and the dedicated practitioners who show genuine interest in the care and learning of each individual child. Robust systems ensure suitable staff are recruited to care for the children and are fully inducted to ensure continuity in children's care.

Effective use of the key worker system ensures children are confident and settled. Staff work extremely well together to plan and deliver an interesting and challenging range of activities within a familiar, daily routine. Excellent use is made of the indoor and outdoor environments to provide a bright, welcoming learning environment for children where they are safe, secure and happy to make independent choices from the excellent range of attractively presented resources. All regulatory documentation is in place, organised effectively and used to underpin the group's outstanding practice.

The setting meet the needs of the range of children for whom it provides.

Leadership and management is outstanding. The experienced play leader provides excellent guidance for the well motivated and committed staff team, who have high aspirations for continuous improvement. Comprehensive procedures are in place to monitor and evaluate the delivery of the nursery education curriculum and to ensure that all children are making very good progress towards the early learning goals. Staff are positive role models supporting children in a calm and reassuring manner. There are excellent links between the school and the committee and staff to ensure a stable environment for the children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk