

START

Inspection report for early years provision

Unique Reference Number	EY330102
Inspection date	02 June 2008
Inspector	Jacqueline Mason
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Registered person	The Governing Body of Woodside Primary School
Type of inspection	Nursery Education

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Woodside Primary Start Early Learning and Childcare Centre opened in 2006 and operates from a purpose built building in the school grounds that links directly into the main school building. There is access to a safe and secure outside play area.

A maximum of 40 children may attend the setting at any one time and there are currently 95 children on roll aged from six months to seven years. There are currently 20 children receiving funding for nursery education.

The centre is open from Monday to Friday all year round. It is open from 08.00 to 18.00. Children are able to attend for a variety of sessions. The childcare centre supports children with disabilities and/or learning difficulties and children who speak English as a additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is outstanding.

The quality of teaching and learning is outstanding and this helps children to make rapid progress along the stepping stones towards the early learning goals. Staff have a thorough

understanding of the Foundation Stage of learning and also the new Early Years Foundation Stage framework. Although it is due to be introduced in September 2008, staff have already implemented the new framework into the setting to ensure that it is fully effective.

Teaching is consistently inspiring and challenging for all children and children have an excellent attitude to learning. They are happy, confident and settled in the provision. They are motivated to learn through the careful planning of adult-led and child-initiated activities that take into account their interests and individual stages of development. Children relish exploring the activities that are planned to promote the six areas of learning and build on what they already know. The setting is fully integrated into the school's own nursery provision and there is a seamless transition between the two with both children and staff being fully inclusive and operating as one.

Rigorous evaluation of children's developmental progress is in place that includes staff monitoring children and carrying out assessments on children's entry to the setting to establish their starting points. Each child is then tracked and the information gained from assessment is used to help children move to the next stage in their learning. Activities are adapted to ensure that they are manageable and that children are sufficiently challenged.

Children are fully involved and engrossed in an exciting range of highly innovative and developmentally appropriate indoor and outdoor activities which provides optimal challenge. For example, the setting participates in 'Forest School'. This provides for the early years curriculum whilst encouraging child-initiated learning and developing practical life skills. It follows the Foundation Stage curriculum but is created in an outdoor environment, working in a woodland setting that has been created from an area of the playground. Through these initiatives children are able to play a dynamic role in their learning.

Children have a very good awareness of their own needs, views and dealings. Their behaviour is exemplary. They have a developing awareness of their own needs, views and dealings and are sensitive to the needs of others. Children are developing very good relationships with each other and play well together in small groups. Staff support children's confidence and promote their self-esteem through encouraging children to complete activities of their own choosing; to such an extent that children choose to repeat the activity, such as jigsaws that they have found difficult. Children also operate independently in the environment, they move confidently between indoor and outdoor spaces, initiate play and learning and are supported well by staff to achieve this.

Children's social, moral, spiritual and cultural development is fostered. Staff value what children say and do. Children's ideas are respected and staff take time to recognise their contributions. For example, when playing with the parachute a child suggests that it might operate better if it was stretched more. An adult congratulates the child on having such a good idea and suggests to the children that they experiment to see if the idea works. Children's language skills are progressing very well. They confidently initiate conversation with adults and each other and use complex sentences well to convey thoughts, feelings and ideas. They enjoy looking at books independently and in small groups and the cosy, welcoming book area with comfortable bean bags and well-presented books helps children to relax and want to use it. Children enjoy listening to stories read by adults and join in enthusiastically with repeated refrains in familiar stories.

Children show a good interest in number problems and show confidence in offering solutions to problems. With adult support they are developing a good awareness of number problems and confidently offer solutions such as 'one more'. They recognise basic shapes and understand

the concepts of full and empty, using mathematical language confidently during their play. They count confidently in routine and play situations and use computer systems well to extend this knowledge and understanding. Good use is made of the computer and children show good confidence in using simple equipment. Some children are able to complete simple programmes without adult support.

Children are encouraged to spend as much time as possible outdoors. The use of 'Forest School' stimulates children to learn through exploring and experimenting and they become involved and engrossed in child-initiated learning. They play with leaves, explore twigs (using potato peelers to peel them), hunt for bugs and look at them using magnifying pots. Children have been helped to plant their own flowers and vegetables and show a good interest in the natural world, taking turns to water the plants. Children have excellent opportunities to be active. They move freely between indoor and outdoor spaces and the outdoor playground has been designed to provide a wide range of experiences to promote active physical play. Children confidently use the slide that has been built into a hill and enjoy running around with their friends, stopping, starting and changing direction to avoid obstacles. Children play imaginatively and take part in role play based on their own and imagined experiences, such as pretending to be princesses. There is much laughter to be heard and children thoroughly enjoy their time in the setting.

Helping children make a positive contribution

The provision is good.

Partnerships with parents and carers are good. Staff show a good awareness of the importance of parents as their child's first educator and respect the role that parents and carers play. Home visits are carried out before children start at the setting and parents are encouraged to share accounts of their children's development and any concerns that they may have. Parents and carers are made to feel welcome. For example, they are encouraged to share their cultural experiences and festivals within the setting.

There are some arrangements in place to encourage relevant learning and play activities to be continued at home. Parents and children are able to take books home to promote reading. Although staff do not identify activity ideas to further develop the themes and topics that the children are learning about in the setting, staff do ensure that parents know about what theme is being addressed and the setting's activity planning is displayed on a notice board. There are effective arrangements in place to ensure that parents and carers are kept informed about their children's developmental progress.

Organisation

The organisation is good.

Leadership and management are good. The setting is seamlessly integrated into the school to which it is attached and staff are exceedingly motivated and enthusiastic about what they do. This is reflected in the lovely, calm atmosphere in which children are fully engaged in their activities, and helps to ensure that the excellent quality of the nursery education is maintained.

Management's vision of the education provision steers the work of the setting well. Staff professional development is encouraged and they are enthusiastic about developing their skills and knowledge of children's care and development. Staff show a strong commitment to the continuous improvement of the nursery education.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection 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.

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the ways in which parents and carers are encouraged to be involved in their children's learning.

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