

Wildground Pre-School

Inspection report for early years provision

Unique reference number	EY248375
Inspection date	18/09/2008
Inspector	Jo Curd
Setting address	Wildground County Infant School, Crete Road, Southampton, Hampshire, SO45 4JX
Telephone number	07799 588117
Email	
Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Wildground Pre-School was registered in 2002. It is managed by a voluntary parent committee. It operates in a newly refurbished classroom within the school and has exclusive use of a kitchen/office area, cloakroom and storage facilities in Wildground Infant School in the village of Dibden Purlieu. Children and staff share toilets with the school. Accommodation is accessible and suitable for all children and adults although children are always accompanied to the shared toilets by an adult. It is registered to take a maximum of 20 children aged two to five years at any session. Children generally start attending two sessions a week and usually build up to each morning or afternoon by the time they are five. The pre-school opens each morning and afternoon from Mondays to Fridays except Friday afternoons. Sessions run from 9.00 until 11.30 and 12.40 until 15.10. There are currently 40 children on roll. Of these 29 children receive funding for Nursery Education; four children have learning difficulties. All the children have English as their first language and are of white British heritage. There are ten staff, most of whom are part-time. Currently seven, including managers, hold appropriate early years qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The hard work, dedication and ongoing training of staff successfully ensures that the welfare and learning needs of all the children at Wildground Pre-School are met well and that provision continuously improves. Although staff are still unpacking and organising new furniture and resources, following the refurbishment of their room, the improvements are already providing a very attractive learning environment indoors. Outdoor space is used well but is currently fairly small and restrictive. Staff use their very good knowledge of all the children to plan a wide range of interesting engaging activities. However written plans do not always show this range, how adults will guide learning further or links between activities and what children need to learn next.

What steps need to be taken to improve provision further?

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

- develop the classroom and resources to provide even more opportunities in all areas of learning and easy access to necessary information for all staff
- develop planning so that it focuses on children's learning, shows how adults will guide this and what each child needs to learn next
- develop the garden area to provide even more opportunities for learning

The leadership and management of the early years provision

Leadership and management are good. Leaders, particularly those who are undertaking ongoing training, provide very good role models for children and staff. Teamwork between staff is strong. They are committed to helping each other, meeting children's welfare and learning needs and 'doing a good job'. Relationships are strong and supportive. During the inspection, staff congratulated each other on their achievements and successes on training courses. These good relationships, dedication and the strong emphasis on training successfully enhance the welfare and all required areas of learning of all the children. Leaders and managers have correctly identified the need to develop the garden area and to purchase more resources to provide even more opportunities for learning indoors and out. They have successfully applied for grants and have already ordered resources which are currently arriving.

Good relationships also extend to effective partnerships with parents and other professionals. Informal daily conversation between staff and parents is strengthened through home-pre-school communication booklets in which parents and key workers write comments on children's achievements and well-being. Staff are suitably trained, qualified and checked to ensure children's safety, development and well-being.

Staff monitor provision and its impact and know the setting well. However, they do not always record discussion and evaluation. They correctly identify its strengths and weaknesses and take action so that it continually improves. Leaders and managers have correctly identified the need to develop the outdoor area and have already planned improvements to provide even more opportunities for children's learning but have not yet begun this work. Staff have handled the recent refurbishment indoors well, successfully maintaining the pre-school whilst the classroom was refurbished and have successfully applied for grants to purchase new resources. Although the resources and layout are not yet complete, staff ensure that the classroom is effectively and safely organised for all the children. Due to recent refurbishment of the classroom not all paperwork was immediately to hand and staff had to phone colleagues to obtain some items requested. The setting's successful track record suggests that organisation and efficiency are likely to be better once reorganisation is complete.

Improvement since the last inspection is good. The committee now ensure that Ofsted is sent the name of the registered person and opportunities for creative development, including role-play, are usually good.

The quality and standards of the early years provision

Children are safe and happy. They enter the pre-school confidently and eagerly, quickly settling at a range of attractive, accessible activities. Recent refurbishments to the classroom used by the setting have made the room even more attractive and conducive to children's welfare and learning. However not all resources are yet set out or available to children because some new items have just arrived and some are on order.

Children are successfully learning how to keep themselves safe, for example, not

talking to strangers and sitting safely with four legs of their chair on the ground. They develop and maintain their health through advice from the visiting oral hygienist, frequent outdoor play, eating a range of fruit and washing their hands before snack time.

They achieve well in all six areas of learning through engaging in a wide range of stimulating activities and skilful and sensitive input from staff. During the inspection children were engrossed in painting, persevered well in their attempts to throw balls into a basket ball hoop and greatly enjoyed a game on the computer. Progress in communication, language and literacy is good, largely because staff successfully extend children's thoughts and discussions through interesting and probing questions and introduce new vocabulary through speech and sign. Some children who have difficulties with speech and language are also supported through an early learning group run at the school. Children's personal and social skills develop quickly in this warm supportive group with its well established clear expectations and routines. Children behave well, respond quickly and willingly to staff requests and move quickly and easily between indoor and outdoor play, snack, story and home time.

Staff attitudes, training and skill successfully enable them to interact effectively with the children. Assessments are used well to plan a range of activities. However because written plans do not show exactly what each child should learn from activities or what the adults' role is in guiding learning further progress is good rather than outstanding.

Children contribute well to their pre-school community through choosing activities, making suggestions and contributing their views and experience to discussion. Good progress in learning, confidence and cooperation prepares them well for school and later life.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.