

Wilstead Pre School Playgroup

Inspection report for early years provision

Unique reference number	EY374254
Inspection date	16/10/2008
Inspector	Kelly Eyre
Setting address	Wilstead Lower School, Cotton End Road, Wilstead, BEDFORD, MK45 3BX
Telephone number	01234 742546
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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

Wilstead Pre-School opened in 1968 and transferred to its current location in 2008. It is run by a voluntary management committee and operates from a purpose-built building within Wilstead Lower School, Wilstead, Bedfordshire. A ramp to the main entrance means that the premises are easily accessible. Children have access to the fully enclosed outdoor play area.

The setting is open each weekday during term-time and offers a number of childcare options. The before school sessions are from 08:00 to 09:00. Pre-school sessions are from 09:15 to 11:45 and 12:45 to 15:15. There is a lunch club from 11:45 to 12:45. After school sessions are from 15:15 to 18:00. The setting also offers holiday care during the summer holidays, with sessions from 09:00 to 16:00. There are 40 places for children in the Early Years Foundation Stage and there are currently 51 children attending who are within the Early Years Register age range. Most of the children live locally and three attend other settings such as the early years unit of the local primary school and childminders.

The setting also offers care to children aged over five years to nine years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register. Children occupying these places share the same facilities as the children in the Early Years age range. There are currently 40 children on roll in this age range

There are eight staff members. Of these, seven hold relevant childcare qualifications and the remaining staff member is working towards an appropriate qualification.

Overall effectiveness of the early years provision

The clear aim of supporting each child as an individual means that all children are respected and their individual needs and learning styles are considered in the planning and throughout all areas of this inspirational setting. Children make excellent progress and are offered sensitive support to ensure that they are able to participate and gain the maximum benefit from all activities and opportunities. A key strength of the setting is the confident approach of all staff in allowing children to initiate activities, explore and experiment and therefore become active learners. Staff continuously evaluate their practice and have an excellent overview of their strengths and weaknesses. They devise clear action plans and implement changes which lead to further improvements in the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop partnerships with all other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

The exceptional commitment of staff to observing children, assessing their progress and planning the next steps ensures that children's individual development is always promoted. This commitment is extended to maintaining excellent partnerships with parents, local schools and other professionals, thus ensuring that children's care is consistent and they are offered highly appropriate support to enable them to make excellent progress. For example, the setting organises information sessions for parents and other professionals so that they have a clear understanding of the Early Years Foundation Stage. Staff work closely with the local school, supporting children and extending their learning. These excellent partnerships will be extended to further include all other individuals involved in the care of children attending the setting.

The manager has an excellent understanding of her role, providing clear guidance, support and motivation to all staff and children. Staff demonstrate a true desire to provide high quality care and opportunities for each child, continuously reviewing and updating their training and knowledge. The setting actively seeks feedback from parents and children, feeding this information into their comprehensive evaluation procedures and developing practical plans which lead to improvements for children. For example, providing additional resources for the outdoor play area in order to extend children's opportunities. Exceptionally effective safeguarding policies are consistently implemented, ensuring that children are protected at all times and their welfare is promoted. For example, there are rigorous procedures to ensure the suitability of all staff.

The quality and standards of the early years provision

Children make excellent progress in all areas of learning and development because all planning is securely routed in their individual interests and developmental needs. This is underpinned by exceptionally effective procedures for assessing their progress and for recording their feedback, ideas and requests. Staff are knowledgeable, competent and highly confident in enabling children to initiate their play and in offering sensitive support and encouragement. This results in confident children who are keen to explore, are active in their learning and have positive attitudes to this.

The stimulating environment and ongoing support positively encourages children to explore, share ideas and solve problems. For example, children watering the allotment realise that adding water to the freshly-dug area creates mud and they put on boots to play in this. A child rides a tractor through the mud and the children examine the tyre prints. When the tractor becomes stuck, children consider how best to free it, with one child fetching a hoop to use as a rope. The children then work together to pull the tractor out of the mud and spend further time repeating and developing the scenario.

Children's self-esteem is promoted because their conversations and contributions

are genuinely valued and all opportunities are utilised to extend their learning. For example, children making bug shapes with play dough are encouraged to name the bugs and body parts, such as antennae, with children explaining what these are used for. Children then eagerly find a book to look at further creatures and remember other insects they have found. They become engrossed in the book and organise their own bug hunt, collecting the equipment they need and proudly showing the creatures they find.

Staff pay meticulous attention to ensuring that all children are able to access the resources and are offered a balanced range of opportunities. Children are sensitively supported and resources are used to the optimum to extend their learning and development. For example, a group of children work with a staff member to turn the home corner into a 'Chinese restaurant'. They discuss the possible dishes, write menus and take orders from other staff and children. They then pretend to cook the food, imaginatively utilising play resources as ingredients. They 'deliver' the food and collect the payment, using calculators to work this out.

The excellent use and resourcing of the outdoor area means that it is genuinely used as an extension to children's play and learning. They learn about growth, changes and seasons as they eagerly check their allotment and harvest the fruit and vegetables they have grown. They share their ideas and make excellent use of their communication skills as they discuss what else they plan to grow.

Children are cared for in an exceptionally safe environment because staff have an excellent understanding of safety. They carry out daily safety checks and regularly review the comprehensive risk assessments. Explanations and clear guidance from staff ensure that children are gaining an excellent understanding about taking care of themselves. Staff have a comprehensive understanding of issues relating to safeguarding children and have ensured that they have all relevant information and contact details.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 registration.

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.