

Weston Pre-School Group

Inspection report for early years provision

Unique reference number EY364048
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Inspector Sarah Quinn

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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

Weston Pre-school first opened in 1991, and re-registered in 2007 following a change of ownership. It is privately owned and operates from designated rooms within Weston Primary School in Runcorn. Children have use of the pre-school room, out of school club room, school hall and outdoor play area. A maximum of 32 children may attend the pre-school at any one time. It opens each weekday during term time from 09.00 to 11.30. Afternoon sessions are sometimes provided on Tuesdays and Thursdays from 12.15 to 14.45. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently 25 children aged from two to under five years on roll. The pre-school supports children with learning difficulties and disabilities. The pre-school employs four members of staff including the manager. All staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The provision is very effective in meeting the needs of the children in the Early Years Foundation Stage (EYFS). All children enjoy their time at the setting and show high levels of confidence and independence. This is because practitioners are committed to the learning and development of children and provide an environment that fully meets the needs of all. Practitioners demonstrate a good capacity to improve and have made significant developments since the introduction of the EYFS. The impact of the new observation, evaluation and assessment system has not been evaluated and, therefore, its impact cannot yet be determined. Self-evaluation procedures do not yet include the views of parents.

What steps need to be taken to improve provision further?

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

- develop self-evaluation procedures to include contributions from parents
- evaluate the observation, evaluation and planning system to ensure that it meets the needs of all children in the EYFS.

The leadership and management of the early years provision

The manager of the pre-school shows a very good awareness of the needs of the group. She applies for funding to enable the setting to make improvements for the benefit of the children, for example, to improve the flooring in the wet area. Regular staff meetings enable practitioners to get together, reflect on and evaluate their practice, and to make suggestions for further improvement. Since the last inspection, in May 2008, the staff have fully addressed the recommendations made. This is good progress given the short timescale. The policies and procedures

are in the process of being updated to ensure that they meet the needs of the children and correctly refer to the EYFS. This shows that the manager and staff are continually reviewing their procedures and this has a positive impact upon the children. However, parents' views are not sought and they do not contribute to the self-evaluation processes of the setting.

Information about the EYFS is shared with parents and there is a very informative display at the entrance to the setting. Parents receive good information about their child's progress and, when the child leaves the setting, they take with them their 'learning story'. This includes interesting and colourful photographs of children's achievements and activities, and parents appreciate the information. They receive information about the educational programme and significant events in the form of newsletters. The manager takes steps to involve parents in the learning and development of their child and has a welcoming, open-door policy for all parents. Practitioners ensure that children are safeguarded well and have up-to-date knowledge of recent safeguarding guidance. Safeguarding issues are dealt with swiftly and sensitively. All practitioners have recent and relevant suitability checks.

The quality and standards of the early years provision

Children at the pre-school have a wide range of interesting and enjoyable activities to choose from. They thoroughly enjoy story times and eagerly participate in the session about a spider, squealing with delight. They are well settled, confident and like to speak to each other and practitioners, expressing their needs and opinions. The educational programme addresses all areas of learning and allows children to learn effectively through their play. Key groups are used well and practitioners are able to make sensitive and relevant observations about the children in their group as they know them well. Next steps are planned for each week and this ensures planning addresses their individual needs. The new observation, evaluation and planning system has yet to be evaluated fully and, therefore, at the moment its impact on the children's progress cannot be determined. Practitioners play alongside children, skilfully extending their learning through careful questioning and effective role modelling.

The welfare of the children in the EYFS is effectively promoted. Children understand about safety and are asked to walk around the setting. Good systems are in place to ensure that security is maintained, for example, locked doors and doorbells, visitor records and controlled methods for collecting children. The setting, indoors and outdoors, is risk assessed to ensure safety is maintained. Children make independent healthy choices during their time at pre-school and self-select their own snack, washing their hands, making their own sandwich and pouring their own drink. They take fruit home with them at the end of the session and this further promotes their good health. They learn about exercise as they play outside each day and enjoy physical sessions in the school hall.

Children enjoy themselves at pre-school and their achievements are acknowledged. They have opportunities for mark making and reading and are encouraged to participate in conversations. They have a fun time in the role play area, pretending the chairs are a train on its way to Liverpool. There are many opportunities to

develop problem solving during play activities, for example children use shapes and colours to make patterns. They become familiar with numerals as they hunt for them in the sand. Children learn about the world around them. They enjoy matching people on the computer and practitioners support them. They paint pictures of rain and sing, 'pitter patter', and use the collage materials to make feather pictures. Children enjoy learning about the wider world and how to play well together. Through careful planning and preparation, practitioners ensure that children develop strong skills for the future.

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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.