

Windmill Pre-School Lytham

Inspection report for early years provision

Unique reference number

EY306575

Inspection date

08/10/2008

Inspector

Tara Street

Setting address

Lytham C of E Primary School, Park View Road, Lytham St.
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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).

Description of the setting

Windmill Pre-School Lytham was registered in 2005. It is managed by a committee and operates from within Lytham C of E Primary school. There are no issues which may hinder access to the premises. A maximum of 16 children aged three to five years may attend the setting at any one time. The setting is open from 09.00 to 12.00 and 13.00 to 15.30 Monday to Friday during term time only.

There are currently 10 children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

There are three full time staff including the manager, and two occasional staff who work with the children. All hold appropriate early years qualifications and the manager holds qualified teacher status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The setting routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make good progress in their learning and development. They enjoy their time in the group and are eager to be involved in the choice of interesting play activities on offer. Those in charge work in close partnership with parents and other early years professionals to ensure that children's learning and welfare needs are met. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the range of small tools available for children to experiment with during mark-making activities
- promote the good health of children by regularly providing a healthy, balanced and nutritious range of snacks.

The leadership and management of the early years provision

The manager's regular consideration of the effectiveness of the provision ensures good quality support for individual children. The manager and staff closely evaluate the provision and outcomes for children. A good key person system is in place which supports families. The ongoing monitoring ensures planned activities are focused on responding to children's needs and interests. Clear action plans outline the main areas for improvement. For example, further development of the

outside play area and a commitment to ongoing professional development for all staff. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. For example, the introduction of a 'Good news' sheet, which children complete with their parents, and more opportunities for children to access climbing equipment. Future plans are well targeted to bring about further improvement to the provision. All records required for safe and efficient management of the provision are well maintained, including clear daily risk assessments. Steps taken to promote children's good health and well-being are effective, including those to prevent the spread of infection and care for ill children. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. Families are provided with good quality information about the group and are well informed about their children's achievements and progress. They are actively encouraged to share what they know about their children through parent questionnaires and daily discussions.

The quality and standards of the early years provision

Good quality care for children is offered through staff's commitment to implementing effective strategies to promote their social, physical and economic well-being. Children's good health is effectively promoted and arrangements for keeping them safe are robust. For example, children learn to keep themselves safe through discussion with staff and regularly use the dust pan and brush to sweep up bits of play dough and sand so that others do not slip. They follow good hygiene practices by routinely washing hands before snacks and after using the bathroom. This is actively encouraged and well supervised by staff. Children learn about healthy eating through planned activities. They plant and care for fruits and vegetables at the local allotment and have regular discussions with staff about foods that are good for them. However, children are not offered a varied range of snacks, potentially impacting on their nutritional well-being.

Play spaces are organised effectively with low storage boxes and units. This enables all children to make their own decisions about their play and develops their independence well. Observations of children's play help the staff to plan for next steps in learning and development. For example, staff have introduced a 'talking time toy' to help children to know when to talk at circle time and when to listen. This also helps less confident children to share their ideas with the group. Staff strive to involve parents and carers in their children's learning and work closely with other agencies so that children are well supported to make smooth transitions. Children's individual interests are built on as staff provide generally good opportunities for them to develop their creative and writing skills with paints and crayons. However, there is a limited range of small tools available for children to experiment with during mark-making activities. For example, children are unable to freely experiment with erasers, envelopes, dairies, pencil sharpeners, hole punches or staplers. Staff ensure support for children's emotional well-being. They are effectively provided with experiences that help them to develop respect for themselves and others, appropriate social skills and a positive disposition to learn. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour, for example, willingly sharing dough

with a newcomer and patiently take turns to use the computer. Adults keep calm, for example, when children are excited at story time, so all may join in enthusiastically with actions or words. Children are confident using number and enjoy using it in everyday activities. For example, they count how many cups they have on their table at snack time. Staff provide regular opportunities for children to calculate and talk about more or less during play-dough and sand play. Children experience a good range of regular activities both inside and outside which develops their coordination and balance skills. Children enjoy balancing on stepping stones, confidently negotiate obstacles and explore large equipment. They regularly play with hoops, balls, tunnels and bean bags and enthusiastically join in with group time games. Children experience good opportunities to play with a range of battery operated toys, calculators and programmable robots, developing their knowledge of technology.

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 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.