

Widey Court Pre-School

Inspection report for early years provision

Unique reference number	117247
Inspection date	26/11/2008
Inspector	Alex Baxter
Setting address	Widey Court (off Trewithy Drive), Crownhill, Plymouth, Devon, PL6 5UB
Telephone number	01752 701187
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).

Description of the setting

Widey Court Pre-School opened in 1984 and is run by a committee of parents. The group operates from a purpose-built, single storey building, located in the grounds of Widey Court Primary School. The group has links with the early years provision in the school. The premises consist of an entrance hall and separate cloakroom, one large and one smaller playroom, a separate kitchen, toilets and an office. There is an enclosed outdoor play area at the rear of the building. The premises do not enable full wheelchair access for disabled children.

The pre-school is registered on the Early Years Register. It provides sessional care for up to 26 children in the early years age group at any one time. There are currently 47 children on roll, 33 of whom are in receipt of funding for nursery education. Sessions are available Monday to Friday during term time, from 09.00 until 11.30 and from 12.45 until 15.15. The majority of children come from the local community. The pre-school supports children with learning difficulties and disabilities.

Seven staff work with the children, all of whom hold a suitable early years qualification. The manager is currently working towards a degree, and three other staff are working towards a level 3 qualification in childcare and education. The pre-school receives support from the local authority development team. The group has achieved accreditation with the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The pre-school provides good quality learning experiences in an inclusive setting and support for all children across a range of abilities and needs. As a result, children make good progress and derive great enjoyment from learning together in a very caring community. Staff develop excellent links with parents and these are particularly helpful in promoting children's confidence and feeling of well-being during their time at this setting. The staff make good assessments of the children's progress, ensure that they know the children well and take the necessary steps to promote new learning. The management committee and staff have been diligent and effective in addressing the improvements recommended by the previous inspection. This track record shows a good ability to promote further improvement.

What steps need to be taken to improve provision further?

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

- make more effective use of assessments of the children's progress to monitor and improve the quality of provision

The leadership and management of the early years provision

Staff work well as a team. They share a consistent and effective commitment to getting to know each individual child and to working very closely with all parents. As a result, all staff are sensitive to the children's needs. The children respond positively and maintain good progress and enjoyment across all areas of learning. The manager and assistant manager give good direction. They ensure that all the necessary safeguarding policies and procedures are in place and are followed diligently and very effectively by all staff. By this means, they sustain the children's well-being in an exemplary way. Children say they feel safe and this is evident in the confident way they undertake the good range of practical learning and play activities. The staff assess the children's progress well. They take photographs of children undertaking activities and, because these are dated and increasingly accompanied by brief evaluations, they provide clear evidence of the children's good progress. However, leaders and managers do not make best use of these assessments to make formally recorded evaluations of how well they are doing. Even so, the staff's close knowledge of every child and their effectiveness in addressing the recommendations of the previous inspection show a satisfactory approach to continued improvement.

The quality and standards of the early years provision

Children make good progress across all areas of learning. Activities are relevant and matched to the needs of individual children. Children enjoy a stimulating and well-balanced range of practical learning activities. Each member of staff acts as a key worker, with a specific responsibility for a particular group of children. Staff observe and assess the children's responses and progress effectively. They take photographs and make notes of children's actions and what children need to do to progress further. These are shared fully with parents, who in turn are invited to bring in samples of their children's learning at home. On one occasion, for example, one child drew a picture of a member of staff at home and brought it to show everyone at the setting. This excellent cooperation between the setting and parents has a beneficial influence on children's enjoyment and learning.

Children develop their independence well during role play in the 'home corner' and, when appropriate, by accessing learning resources themselves. All staff are skilled in questioning the children, especially during their self-chosen activities, when playing with sand or making play dough shapes, for example. Staff are effective in emphasising the phonic sounds of the letters that begin words and provide free access to writing and painting materials and these develop the children's communication, language and literacy skills well. Children offer their ideas eagerly and show their good personal development, for example, in group discussions, as they clearly show pleasure when noting the ideas and achievements of others. Children's speech is developed well, for example, by greeting adults during daily registration or by singing popular rhymes before they take their seats for snack time.

High quality pastoral care provided by all staff is underpinned by secure

safeguarding procedures. Staff provide good role models and remind children of the need to be aware of risks and to show consideration of others. As a result, the children's welfare is fully secured. Children show that they have learned to conduct themselves safely.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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 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.