

Woodpecker Pre-School

Inspection report for early years provision

Unique reference number	133489
Inspection date	03/12/2008
Inspector	Alan Jarvis
Setting address	Finstock C of E Primary School, 7 School Road, Finstock, Chipping Norton, Oxfordshire, OX7 3BN
Telephone number	01993 869 046
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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

Woodpecker Pre-school opened in 1969. It is located in the rural village of Finstock. The pre-school serves the local area and surrounding villages.

The group is based in its own rooms within Finstock Church of England primary school and is open each weekday during term times from 08.45 to 12.00. On Tuesday, Wednesday and Thursday children may stay to the lunch club in preparation for their move into the main school. There is an enclosed outdoor play area attached to the pre-school rooms.

Woodpecker Pre-school is registered to care for a maximum of 24 children and there are currently nine children on roll who attend for varying sessions throughout the week. Of these, seven children currently receive funding for early education.

The setting employs three members of staff of whom one works every day and the other two job share. Of these, one has an early years qualifications at level 3, one is nearing completion of a level 3 qualification and the other has a level 2 qualification. The group runs each day with two staff members and a parent helper. The setting receives support from a local authority Foundation Stage consultant. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness is good and children's welfare, learning and development needs are met well. The setting provides an inclusive and welcoming environment in which each child's background and needs are thoroughly considered and provided for. The setting's good capacity for continuous improvement is reflected in the swift action taken to address the small number of recommendations of the last inspection and the good steps now being taken to secure further improvements.

What steps need to be taken to improve provision further?

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

- monitor more rigorously the impact of developments on quality and standards which arise from the settings good self-evaluation
- enhance resources and provide more structured opportunities for children to appreciate how people in other circumstances live

The leadership and management of the early years provision

Good leadership and management ensure that improvement is constantly embraced. The common sense of purpose between staff is reflected in the good

self-evaluation which shows strong evidence of the drive for further improvement. The setting knows its strengths well and also where improvement is most needed through good consultation between staff and parents, many of whom are on the committee. However, the setting recognises that the use of the evaluation is not sharp enough, because developments stemming from its diagnosis are not monitored rigorously enough. All members of staff enhance their skills and understanding by regularly attending courses which help them be aware of, and to confidently implement, new initiatives.

Children's welfare is well supported by a key worker, who oversees their individual welfare and learning. All required policies are in place and are up to date. Staff are very clear about how these should be implemented and what to do in case of emergencies. Robust arrangements for safeguarding children are in place, including checks on the suitability of adults who have regular contact with the children. Links with parents are good. These are helped considerably by termly discussions in which the parents discuss achievements and next steps in learning with their child's key worker. This, in turn, identifies the support that will be given in the setting and at home. Many parents help considerably with fundraising and play an active part in their children's learning through their strong partnership with the setting.

The quality and standards of the early years provision

Children's abilities and interests are made known to staff before they start in the setting in conversation with parents. This good knowledge is sustained through regular observations. This in turn effectively informs planning so that challenging activities are provided. These are matched well to meet the needs of the group and individual children and their next steps in learning.

The clear routines and high expectations ensure that behaviour is good. As a result, children feel positive about themselves and cooperate well with each other. They are helped to make a good contribution through 'bother' cards which, with praise, are given to children each week who have 'bothered a lot'.

A healthy lifestyle is successfully fostered. Good advice in the prospectus enables parents to provide healthy lunchboxes, which complement the healthy snacks and fruit children enjoy at break times. Children's good awareness and enjoyment of regular exercise is fostered through the wheeled toys available in the outside area. They also enjoy using large apparatus in the hall of the attached primary school and moving to music such as 'Jump out of the bed in the morning'.

Good use is made of the internal accommodation which is imaginatively organised. Children learn to make choices and freely move between areas such as the shop in the role play area, the computer and tables set aside for mark making, mathematics and the interest table. Children create pretend situations which help capitalise on their imaginations such as when dressing up as a princess or taking their dolls for a walk. The wide variety of equipment in the covered and colourful outdoor area also helps them learn through role play in the play house and develop their co-ordination and movement skills.

There is a good focus on linking sounds and letters, which helps to develop children's early reading skills. They enjoy making music and playing tambourines, maracas or triangles to accompany their singing of 'Jingle Bells'. Their manipulative skills are developing very well through their free access to creativity materials such as gloop, paints and play dough.

Some resources such as jigsaws, books, dolls and posters which reflect diversity are available. Staff capitalise on opportunities when they arise to help children understand the lives of people who are different than themselves. However, they are aware that not enough is done to help children become sensitive and aware of people who live in different circumstances or have a disability.

Adults successfully help children to develop good habits and positive attitudes to learning. Negative attitudes are tackled firmly but in a sensitive way. For example, one boy had learnt that it was unkind to make fun of others who might be slightly different. He said, 'I get on much better now I speak nicely to others'

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.