

Winshill Pre-School

Inspection report for early years provision

Unique reference number 218284
Inspection date 26/11/2008
Inspector Sue Boyle

Setting address The Towerview Primary School, Vancouver Drive, Burton-on-Trent, Staffordshire, DE15 0EZ
Telephone number 07799 304704
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

Winshill Pre-school opened in 1967. It operates from two rooms on a primary school site in Burton-on-Trent. A maximum of 48 children may attend the setting at any one time. It is open each weekday from 08.00 to 15.30 during school term times. Children have access to an enclosed outdoor play area. There are currently 49 children from 2 to under 5 years on roll. Of these, 34 children receive funding for nursery education. The setting currently supports a number of children who have learning difficulties and/or disabilities. The setting employs 10 staff. Nine staff hold appropriate early years qualifications. One staff member is working towards a recognised qualification and one is working towards a further qualification.

The pre-school is registered on the Early Years Register. There is disabled access.

Overall effectiveness of the early years provision

A very high level of concern for children as individuals ensures that provision for their welfare is outstanding and their education needs are well met. Leadership and management's valuing and inclusive approach ensures an excellent capacity to improve provision and outcomes for children. Partnerships with parents and others are excellent and contribute significantly to provision. Children are treated equally, and with very high levels of respect.

What steps need to be taken to improve provision further?

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

- create a more number rich environment to help children to recognise numerals 1 to 9

The leadership and management of the early years provision

The leadership has developed a very strong team. Staff work exceptionally well together, strive constantly to improve, are receptive to new ideas, and very carefully monitor the impact of initiatives. So that, when a member of staff suggested changing snack times, and initially not all staff were certain, it was decided to have a trial period. The trial period showed that the change in procedure had a very beneficial impact on children in terms of increased independence and decision making skills, and so, this has now been adopted as policy.

The leadership and management have an excellent understanding of the pre-school's strengths and weaknesses and a good start has been made at the formal self-evaluation process. This has enabled the leadership to very effectively identify what needs to be done in the future to improve provision. Actions identified at the

previous inspection have been tackled extremely well.

Relationships with parents are extremely effective. There is very good sharing of information between the pre-school and parents. Parents are kept fully informed about the progress their child is making and most of all they are valued as true partners in children's learning and development. Parents and carers are very impressed with the lengths that staff go to make children feel special. For example, a child went to pre-school in new pair of Wellington boots and was thrilled when a puddle was created just for him.

The pre-school works very well with the other settings that children attend and has tailored its provision to ensure that children have a consistent provision. It makes very effective use of outside expertise to help children who find learning difficult.

Every effort is made to safeguard children. Policies are very regularly reviewed and updated. Staff are very well trained, diligent and very health and safety conscious.

The quality and standards of the early years provision

Staff have a good understanding of the learning and development requirements for children of this age. They quickly establish very supportive relationships with children. They provide good quality learning experiences which are fun and well matched to individual children's learning needs, and as a result children make good progress. There is a good range of stimulating activities inside, and the outside area is being developed well to provide a bigger garden space. The pre school recognises that some of the provision outside is not sufficiently appealing, and is addressing this.

Staff support learning well. They tailor activities to match children's interests, make accurate observations of what children can do and use this to plan the next steps for learning. Staff keep a good overview and make timely interventions to enable children to progress with their learning. For example, in the role play area two girls had dressed up, one as a doctor and one as a nurse but were struggling to develop their play. A member of staff spotted this, put on a nurses apron and joined in their role play. The two girls were then able to work together, and to use number and mark making as they 'made an appointment by telephone and wrote the appointment on a writing pad'. Children sort shapes and count in a variety of situations. They enjoy counting other children at lunchtime and know that if there are four girls and two boys there are more girls than boys. However, numerals are not used in all areas of learning to support children's understanding of numbers as labels and for counting.

Provision for children's physical and emotional well-being, including their welfare is outstanding. Key workers work very well with parents to ensure that all children receive the best possible care. They know the children very well and keep accurate records, which enables them to quickly identify children who are not making the expected progress, and put effective support in place.

Arrangements are very flexible so that the very few children who have difficulty

settling are given very good help, based on consultation with parents about what will be best for the child. Staff teach children very effectively how to be safe and pick up well on safety concerns. For example several children had had accidents at home and in response staff devised a programme for children and a programme for parents about kitchen safety.

Children learn about very many aspects of being healthy, and know that personal hygiene is very important. Staff give children every encouragement to work together and children develop very good leaning habits. Staff have created a very stimulating environment and this means that children are able to concentrate for long periods, achieve well and above all, really enjoy their learning. For example, a small group of children helped each other to build a tower using life sized plastic building bricks. They worked with energy and enthusiasm and squealed with anticipation and delight when the tower toppled over. They show great respect for each other and demonstrate very high levels of maturity by resolving potential disagreements amicably.

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? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| 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? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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 has been one complaint 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.