

Witnesham Area Pre-school

Inspection report for early years provision

Unique reference number	251726
Inspection date	11/12/2008
Inspector	Cheryl Thompson
Setting address	Witnesham CP School, High Road, Witnesham, IPSWICH, SUFFOLK, IP6 9EX
Telephone number	01473 784934
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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

Witnesham Area Pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1974 and operates from a classroom in the grounds of Witnesham Primary School. A maximum of 16 children may attend at any one time. The pre-school is open each weekday during term-time from 09.00 to 11.45, with a lunch club from 11.45 to 13.00 on Mondays and Fridays and from 11.45 to 13.30 on Tuesdays. All children share access to an enclosed, outdoor play area. The classroom is accessible for the disabled but the outside toilets are not specifically designed for the disabled. However, the primary school has appropriate facilities and plans and funding are in place to add indoor toilet facilities for the pre-school in 2009 which will meet requirements for the disabled.

There are currently 12 children aged from two to five years on roll. The pre-school employs two staff, both of whom hold appropriate early years qualifications. The pre-school is registered on the Early Years, compulsory and voluntary Childcare Registers. It receives advice from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The setting provides satisfactory pre-school experiences. Staff look after children well so that they are safe and secure. Children make satisfactory progress in their learning because there are appropriate opportunities for all to be included and engaged in an adequate range of activities. However, staff have not had enough training to help them become skilful in assessing what children know, can do and understand and then planning for their next steps in learning. Consequently, many opportunities are missed to help children, especially the more-able, to learn at a better rate. Leadership and management are satisfactory although two of the seven areas identified for improvement by the last inspection thirteen months ago require more work. The capacity for further improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- improve assessment so that staff can plan more effectively to meet children's needs
- provide additional challenge for the more-able children
- develop closer links with the primary school in order to increase staff's understanding of how basic literacy and numeracy skills are taught.

The leadership and management of the early years provision

Policies and practice for child protection, for dealing with accidents and illness, and for checking the suitability of all adults who work with the children meet current requirements. Daily checks of equipment, the building and outside area ensure they are safe for children to use. Staff make sure that all children are fully included in all the activities the setting provides. Improvement since the last inspection is satisfactory, although, there remains more to do to improve planning and develop a system for monitoring and evaluating the provision. Consequently, self-evaluation is developing but not accurate yet because there is not a clear understanding of what 'good' provision is like. Links with parents are good, they have confidence in the staff. They say they get plenty of information about what happens in the setting. Parents value the opportunities for being a volunteer so that they see, first hand, what goes on in the setting. Links with the primary school are satisfactory and ensure a smooth transition from the setting to reception. However, staff do not have a good understanding of how basic skills are taught and developed in the reception class so that opportunities are missed to help children be better prepared for starting school.

The quality and standards of the early years provision

Children's personal, social and emotional development, communication skills, physical development and knowledge and understanding of the world are wide ranging, but generally above the level expected for the age group. They make sound progress in their learning and personal development. They take part enthusiastically in the suitable range of learning activities on offer and enjoy using the good range of resources. For example, they thoroughly enjoy playing together at water activities and playing with a variety of toy cars. Children learn to be independent because they choose some activities and some are guided by adults. They learn to eat healthy foods and to share at friendly snack times. They take turns successfully because staff talk to them and guide them carefully. They learn to co-operate when tidying up the room at the end of the session.

Children's welfare and happiness are of great importance to staff. Relationships between staff and children are good so that they happily go to any member of staff should they have any worries. Staff guide children well in their behaviour and social skills. They use questioning satisfactorily when working alongside children in their activities but do not routinely pitch their questioning to extend children's knowledge and understanding further.

Assessment of children's learning is not precise enough. Therefore, planning does not always provide enough challenge to move their learning on at a good rate. As at the time of the last inspection, daily planning details the activities that are to be on offer but does not mention what it is children are expected to learn from taking part in the activities.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.