

# The Village Pre-School (Gorse Covert)

Inspection report for early years provision

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**Unique reference number** EY375737  
**Inspection date** 21/01/2009  
**Inspector** Rachel Ruth Britten

**Setting address** Gorse Covert Primary School, Gorse Covert Road,  
Birchwood, WARRINGTON, WA3 6TS

**Telephone number** 01925 826097

**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**

The Village Pre-School (Gorse Covert) re-registered in 2008. It is owned and managed by a charity with limited company status. The Pre-school operates from modular building within the grounds of Gorse Covert Primary School in Birchwood, Warrington. The group opens five days a week during school term times. Sessions are from 09.15 until 11.45 and from 12.30 to 15.00. A lunch club is available from 12.00 until 12.30 for children who attend the afternoon sessions. A total of nine part-time staff work with the children. Of these, seven of the staff hold an appropriate early years qualification. The pre-school receives support from an advisory teacher from Sure Start and is a member of the Pre-School Learning Alliance.

## **Overall effectiveness of the early years provision**

The pre-school very effectively promotes each child's welfare and learning by successfully using good resources and committed, skilled staff who recognise the uniqueness of each child. No group or individual is disadvantaged and each one makes good progress, nurtured by caring key workers who develop open, supportive relationships with parents and others involved in their care and learning. Opportunities to gain confidence, independence and self-awareness are outstanding, so that children's enjoyment and achievement is maximised. The growing skills of staff, the commitment to organisation, team working and the continuous reviewing of the play environment assure ongoing improvements, although formal self-evaluation systems are not yet used.

## **What steps need to be taken to improve provision further?**

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

- further develop assessment systems and key worker relationships, so that children's starting points and progress towards the early learning goals are known in more detail to inform planning and tailor input to each child's individual learning needs
- ensure that all staff understand and consistently use the existing physical intervention, behaviour issues and concerns records
- use self-evaluation to review what the setting offers against challenging quality criteria and make clear plans for continuous improvement.

## **The leadership and management of the early years provision**

The provision operates successfully and is very well organised. The move to a spacious and safe setting is capitalised upon by the organisation of the display space, equipment and resources so that they are stimulating and accessible to children, with plenty of adaptable play space. There is strong and effective team-working by well qualified, skilled and committed staff who are developing

complementary specialisms, such as safeguarding and inclusion as well as a thorough EYFS knowledge base. This means key workers confidently deliver a good balance of adult-led and child-initiated play and readily give examples of the progress their key children are making as a result.

All adults demonstrate enthusiasm and the capacity to improve. They meet regularly to plan and review their work and renew their operational plan, policies and procedures to fit their new setting. Their individual appraisal plans, ongoing commitment to professional training, including the Foundation degree and use of web-based materials all indicate continuing improvements which benefit the quality of the provision. However, they have not yet made use of self-evaluation documents to assist their identification of targets for further improvement.

Records, risk assessments, policies and procedures all efficiently support the safety of children in the setting. They are understood and followed by all staff and are explained clearly to parents through prospectuses, displays and signed records. As a result, the setting stays clean, orderly and safe. Children feel secure there because adults execute their responsibilities efficiently and thoroughly, using rotas, checklists and records to good effect. For example, fire evacuation practises, accident treatment, medication administration and provision for dietary and health needs are all known, reliably undertaken and recorded. However, not all staff are consistently using the existing records for concerns, physical intervention and incidents.

Adults take into account the views of children and parents and make effective links with others involved in children's care and education, including the school reception teacher. Parents contribute to initial assessments of children's needs and are encouraged to interact daily with their child's key worker. They are informed about what their child is doing, may view progress records easily and at any time, and are encouraged to continue their child's learning at home. Attendance at parents' evenings and participation in the parent rota is generally good and parents express high levels of confidence in the setting. All parties communicate and work well together where children have specific plans in place to support specific learning or development needs and a comfortable transition into school is achieved.

## **The quality and standards of the early years provision**

Children are well safeguarded and their welfare is very effectively promoted. This is because staff are skilled and highly competent in developing children's independence and competence. As a result, children confidently take care of themselves, their play environment and one another. They are helped, advised, shown and encouraged, so that they can wash their hands, dress for the cold outdoors, clear up, wipe their noses and dispose of the tissues. They are learning about and experiencing healthy lifestyles as they eat healthy snacks and exercise outdoors and inside. They eat together and play well together. Children have a great sense of belonging in the setting and their enjoyment and participation are outstanding. This is because staff facilitate children to develop their own play ideas, for example, making popcorn, producing and performing a play, and making

tickets and a theatre. They confidently ask for the music they want to perform on the 'stage', understand the simple behaviour rules about why they don't run indoors, and show interest in their friends who are away sick or on holiday. Strategies, such as gaining or losing marbles in the jar for good things, or stopping to listen to an adult when the lights are switched off, support children in learning necessary social skills. The result is outstanding behaviour and manners.

Children make good progress in relation to their capabilities and interests because the play environment and staff successfully enable them to be active, creative learners who choose activities, solve problems, join in and take a lead. Children communicate well and enjoy songs, rhymes and mark making because there are good group opportunities to talk and role play situations where the written word is used, for example, taking bookings, preparing shopping lists, or making tickets. Children also develop a good understanding of the natural world and community around them, using all their senses as they watch the planes and vapour trails, listen to and follow the blackbird, wagtail and crow, smell the school dinners and wave to their older school friends through the window of the school hall. All the while, staff take opportunities to explain and question children about how and why. Staff demonstrate and assist the use of simple tools like scissors and provide chances for children to select and mix their own paints. As a result, children are confident, persistent and eager to learn new skills. Information from observations and assessments of each child are promptly documented and used by all staff to ensure that their inputs to individual children focus upon helping each one to take the appropriate next steps in their learning. However, initial assessments to ascertain starting points are underdeveloped, which holds back clear and relevant input to new children.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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?	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](http://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 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.