

# Washingwell Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY370966
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Andrea, Jane Lockyer
<b>Setting address</b>	Washingwell Primary School, Bucks Hill View, Whickham, NEWCASTLE UPON TYNE, NE16 4RB
<b>Telephone number</b>	0191 488 8621
<b>Email</b>	
<b>Type of setting</b>	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 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**

Washingwell Community Pre-School is run by the trustees of the pre-school. It opened in 1998 and changed from being committee run to a board of trustees with charitable status in 2008. It operates from two rooms within Washingwell Primary School Whickham Gateshead. Children have access to an outdoor play area, woodland and school field. Local amenities and public transport systems are within walking distance. The provision is registered on the Early Years Register. The group is open each weekday from 09:00 to 15.00 during term time and children attend a variety of sessions. There are currently 35 children on roll, 34 of whom are in receipt of government funding.

All staff are well qualified to National Vocational Qualification at Level 3 or 4. Six staff are employed to work directly with the children. Staff receive support and training opportunities from the local authority.

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

Overall the quality of the provision is outstanding. Staff provide a vibrant, child-orientated and very welcoming environment, in which all children and their families feel highly valued, fully included and secure. The superbly organised setting and highly skilled staff means that children are provided with a wealth of experiences to help them reach their full potential. Excellent links with parents, local schools and the community provide a valuable resource to ensure that staff have an in-depth understanding of children's needs and that they are continually supported. All staff are highly committed to continual improvement. They use a variety of effective systems to evaluate their practice, which actively contribute to improving outcomes for children.

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

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

- consider involving parents in their children's assessment arrangements by inviting them to make their own comments in their children's progress files.

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

All documentation, including an extensive range of detailed and well written policies and procedures, contribute to providing an excellent environment to safeguard children's well-being and safety. Rigorous recruitment, vetting and induction procedures are in place to ensure that children are cared for by suitable, highly qualified staff who carry out their roles proficiently. Staff work exceptionally well together; exemplary organisation, planning and communication between all ensures that roles and responsibilities are clearly defined. This actively contributes to the smooth running of the setting and provides children with stability and a

sense of security. Staff are extremely well supported by a strong management team who successfully recognise and utilise staff's individual skills. All staff are highly valued, they are actively encouraged to share their views, take part in training and be involved in all aspects of the setting's practice.

All staff are highly committed to and involved in evaluating their practice to improve outcomes for children. They use a variety of robust systems to continually monitor and assess the provision. They have recently been awarded the local authority's 'Journey to Quality Award' and are now completing the 'Healthy Foundation Award'. The staff team has identified clear targets for future improvement; for example, developing the woodland area to further inspire children's learning in the natural environment, developing an eco-plan for children to learn about recycling and energy conservation and purchasing more experimental water resources for children.

Excellent working relationships are maintained with parents, carers and other agencies, which result in children's unique needs being consistently well met. A consistent and determined effort to ensure that parents feel valued and able to contribute to their children's learning is highly effective. For example, newsletters and a 'home page' give parents information about what their children are learning and how they can actively continue their learning at home. Ongoing written, verbal and photographic communication provide parents with a wealth of information about their children's care, welfare, learning and all aspects of the setting's practice. However, parents are not encouraged to make their own comments in their children's progress files. Parents are welcomed into the setting and are invited to talk to children and share knowledge of their interests, jobs and skills. Coffee mornings and 'fun days' for the whole family provide effective social occasions to continue to build relationships and include parents.

Partnerships with schools that children will be attending are equally beneficial and highly successful in ensuring that valuable information about children's learning is shared effectively and that the transition from nursery to school runs smoothly for all children.

Children with additional needs are extremely well supported. Staff are highly effective in working closely with parents and other childcare professionals to ensure that children are continually supported and fully included.

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

Children relish their time at the setting. They enjoy affectionate, sensitive and caring relationships, with staff who know them extremely well and inspire them with their own enthusiasm. This means that children are developing high levels of self-esteem, becoming extremely confident, self-assured and highly motivated to learn. Children are extremely well supported in their learning, through the staff's excellent knowledge of how to successfully implement the Early Years Foundation Stage. Because of this, children are making rapid progress towards the early learning goals and some older children have already reached some of these. Children's interests are at the forefront of planning and many activities are directly

developed from what children have shown an interest in, thereby ensuring all children receive enjoyable, challenging experiences. Observations and assessments are rigorous and provide a clear outline of how staff will move children forward to the next steps of learning.

All children enthusiastically engage in an abundance of innovative activities, for example, making bat boxes, using wood and real tools, to hang in the woodland area, exploring unusual objects, such as light switches, in the investigation box, describing what they feel and then learning what the objects are and how they work, designing their own shoes by decorating shoes with a variety of collage materials, posting letters they have written, and constructing crates to use as a walkway and to jump off. Staff show a high level of awareness of how to sensitively and effectively support children's learning through everyday experiences and as they play and investigate. Mathematical concepts and communication skills are successfully promoted throughout the day in a variety of situations.

The exceptionally well organised and resourced indoor and outdoor learning environments, fuel children's interest and motivation to learn. Both areas significantly enhance children's development in all areas of learning. They are able to make their own choices of what they want to play with and have independent access to the outdoors throughout the day. Creative use of the outdoor space provides excellent opportunities for children to further develop their learning and physical skills in an exciting and vibrant area. Children thoroughly enjoy the woodland area. They take binoculars and cameras out with them to explore and investigate the natural environment. They go on bug hunts and examine insects under magnifiers, build bird boxes and feeders, and make insect habitats. As they walk round the woodland they become highly animated and talk enthusiastically to staff about what they see, hear and feel. They show a real interest in the natural environment and staff maximise learning opportunities in this area.

Highly successful activities and experiences help children to learn how to stay safe and enjoy a healthy lifestyle. They have enjoyed visits from the three emergency services and road safety person to learn about their roles and how to keep themselves safe in everyday situations. This inspired children's imaginative play as they dressed up and acted out the roles of the police and fire-fighters and developed their own road safety game. Staff actively support children in assessing and taking their own risks in a safe environment, for example, as they gauge whether they are able to climb onto crates and jump off on their own or if they need the help of staff. Discussions with staff and the use of books help children to understand how to protect themselves, who they can talk to and trust, and when not to keep secrets. Children have regular opportunities to help prepare a wide range of healthy snacks; they discuss with staff the importance of different foods for a healthy body and take part in food tasting activities. They thoroughly enjoy growing their own vegetables and making home made vegetable broth. Constant daily routines for hand washing, helping to clean tables, toys and equipment, contribute to children's understanding of good hygiene. They have enjoyed a visit from the dentist to learn about oral hygiene, and a visit from a masseuse enabled children to think about the effect physical exercise has on their bodies and the need for relaxation.

Staff are exemplary role models. They show children respect and value their individuality. Children are actively encouraged to share their views and opinions and make their own choices. This helps them take responsibility for themselves and promotes a strong sense of self and belonging. All children behave extremely well, they show care and concern for each other and willingly help one another out.

Children have excellent opportunities to learn about the diverse society in which they live and value differences. They celebrate a wide variety of different cultural festivals and have enjoyed visits from people from different cultural backgrounds to gain a full understanding of their culture and beliefs. They taste foods from different countries and access a broad range of resources throughout their daily play which increase their awareness of gender, culture, disabilities and learning difficulties.

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

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **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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