

# Wordsley Pre-School & Playgroup

Inspection report for early years provision

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**Unique reference number**

EY367438

**Inspection date**

09/01/2009

**Inspector**

Rebecca Johnson

**Setting address**

The Wordsley School, Brierley Hill Road, STOURBRIDGE,  
West Midlands, DY8 5SP

**Telephone number**

07817682421

**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).

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**

Wordsley Pre-School & Playgroup originally opened in 1986 and was registered under new ownership as a company in 2008. It operates from one room in a mobile building in the grounds of a school in Wordsley, Stourbridge. A maximum of 24 children may attend the setting at any one time.

The setting is registered to care for a maximum of 24 children, there are currently 29 children in the early years age group on roll. The group opens five days a week during school term-times. Session times are from 09.10 until 12.20 Monday to Friday and 12.20 until 14.40 on Tuesday and Wednesday. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Children share access to a secure enclosed outdoor play area. All areas of the premises are easily accessible.

The setting employs five members of staff and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is currently developing its links with other Early Years Foundation Stage providers and receives support from the local authority's early years advisory team.

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

Wordsley Pre-school provides effectively for children as they make good progress in all aspects of the EYFS. The uniqueness of each child is recognised and a range of supporting strategies enables children to develop at a pace suitable to their individual needs. Practitioners foster positive relationships with the children, their families and other professionals, in order to identify and meet individual children's needs appropriately. The setting is clearly able to identify their own strengths and weaknesses. Management and staff are constantly looking at and implementing ways to move the setting forward to ensure that they provide a high level of care and education for the children.

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

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

- continue to develop planning, evaluation and assessment to ensure that children move forward at a pace suitable to their individual needs
- provide children with opportunities to develop independence especially with regard to snack time, craft activities and access to outdoor play.

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

Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. Practitioners are diligent in child protection matters. Procedures for vetting and assessing the suitability of staff are stringently implemented. Risk assessments are in-depth and cover all areas to ensure that children are able to move freely and safely within the setting.

Practitioners are extremely motivated and highly skilled. They work positively together to ensure that a welcoming, caring environment is provided for all children. Regular team meetings and the implementation of methods to encourage input into the planning and preparation of the early years programme, ensure that all aspects of learning and development are covered. Practitioners are made aware of the policies and procedures through effective induction processes and they regularly attend training to enhance their good practice. They are totally committed to providing a high level of care and education for the children. All members of staff work together to find and implement ways to move the setting forward.

Practitioners work very well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and are informed of planned activities and events through regular newsletters and a noticeboard, which displays the settings policies and a range of additional information. All documentation required for the safe, efficient management of the early years provision are accurately maintained.

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

Children are very well settled and content in the setting. They are well motivated and rush excitedly to join in their favourite activities such as the movement session. They interact positively both with adults and their peers and actively seek them out to participate in activities or to show off their achievements. Practitioners discuss children's starting points with parents and use this information to plan and provide a range of experiences which enhance development. Children's behaviour is exemplary and is managed exceptionally well through clear, concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem, offer praise and encouragement at all times. For example, they remind children to share and be nice to each other and behave in a sensible way.

Practitioners demonstrate an in-depth understanding of child development. Individual children's needs are planned for, celebrated and staff plan and adapt activities to ensure that each child develops at a pace suitable to their individual needs. Staff are effectively deployed throughout the setting and are developing a balance between adult-led and child-initiated activities. Children are able to move freely and safely between activities, which are set out indoors and the organisation of space ensures that children are able to participate in activities at their own level of understanding and development. For example, during small group times. However, at times, some activities such as craft and snack time, are adult-led and

children are not always able to independently access outdoor play. Therefore, their ability to fully develop independence and enjoyment in these areas is potentially hindered.

Planning and assessment processes, in line with the EYFS framework, have been implemented. Both spontaneous and planned observations are undertaken and used to assess children's attainments. Learning journeys to record every child's progress are currently being implemented. However, as these have only recently been introduced, a process to assess and continue their development needs to be implemented to ensure that children make progress at a pace suitable to their individual needs.

Children understand the importance of following simple hygiene routines such as washing hands at appropriate times during the day. They are well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. For example, parents are informed of exclusion periods for contagious illnesses, which are strictly adhered to. They enjoy healthy snacks, which consist of a variety of fresh fruit and fresh drinking water is available at all times.

Children are making good progress in all areas of learning and development. They enjoy listening to and joining in their favourite stories or quietly looking at books in the 'cosy corner'. They are developing an awareness of the diversity of their world as they access resources depicting positive images of differing cultures and take part in activities such as celebrating festivals from around the world. Children use mathematical language spontaneously during their play. They can name and match shapes and recognise numbers which are displayed around the room. They actively participate in a variety of role play experiences and enjoy dressing up and playing with puppets in the puppet theatre. As a result, children are beginning to become active learners and are developing their critical thinking.

## 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?	2
How well does the setting work in partnership with parents and others?	2
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>	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?	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](http://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**

Since registration no complaints have been made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the EYFS.

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.