

West Wickham Pre-School

Inspection report for early years provision

Unique reference number	221766
Inspection date	05/02/2009
Inspector	Carol Brown
Setting address	West Wickham Village Hall, High Street, West Wickham, Cambridge, Cambridgeshire, CB21 4RY
Telephone number	07925 625565
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

West Wickham Pre-School is a well established group that is located in the village hall in West Wickham near Haverhill. The pre-school is a registered charity managed by a parent-committee. The pre-school is open five mornings each week during term-time from 09.30 to 12.00.

The setting may care for 24 children on the Early Years Register. There are currently 23 children on roll. There are no children with learning difficulties and/or disabilities attending or any with English as an additional language. The setting has ramped access and is on one level. The pre-school has sole use of the premises during sessions, including an outdoor play area with climbing equipment.

There are three members of staff employed to work with the children, the leader has a Level 3 qualification in early years, one other member of staff has a Level 2 and is working towards Level 3 and the third member of staff is working towards Level 2. A parents rota is in operation and the group has 3 regular volunteers. The pre-school is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The pre-school offers satisfactory provision for children in the Early Years Foundation Stage (EYFS) and has some good aspects. Staff recognise the uniqueness of each child and effectively gather information from parents from the outset to enable them to meet the children's individual needs. However, observations are not effectively evaluated to plan the next steps in children's learning. Children enjoy their time at the setting and are making satisfactory progress towards the early learning goals. They are provided with a good quality range of activities and experiences, which are adapted by the staff and they are beginning to meet individual needs. The setting promotes inclusive practice and currently supports children with learning difficulties and/or disabilities and children who have English as an additional language.

What steps need to be taken to improve provision further?

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

- promote further opportunities for children to develop independence and self-help skills
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure assessments and observations are in place to ascertain children's achievements (Assessment

30/03/2009

arrangements).

The leadership and management of the early years provision

The management of the pre-school has some degree of focus to ensure that children's welfare and development needs are met. Policies and procedures are in place for the safe, efficient management of the pre-school and are reviewed on a regular basis to ensure that these are in line with current legislation. Written risk assessments and daily visual checks made by the staff ensure that children are cared for in a safe environment. Emergency evacuation procedures are practised to ensure that children are aware of how to leave the building safely in the event of an emergency. Children's welfare is safeguarded as there are clear systems in place for recording and reporting child protection concerns.

The staff work well as a team and are aware of their roles and responsibilities. The manager reports that the staff have informal discussions each day before the children arrive and meet on a regular basis to organise planning. Robust recruitment procedures mean that all staff have been appropriately vetted and have undergone Criminal Records Bureau checks. Although the management do not yet complete self-evaluation or undertake formal monitoring of the educational programme, the staff team reflect on practice at the weekly staff meetings. Discussions to monitor staff performance are routinely undertaken and therefore individual strengths and weaknesses are identified and additional training is made available.

Partnerships with parents are friendly and they are welcomed into the setting. Parents are provided with information relating to forthcoming events and themed activities. Parents provide the staff with information at the beginning the placement as to their child's starting point. The pre-school operates a key person system; this enables clear lines of communication as parents have a point of contact and ensures that children's individual needs are sufficiently met. The staff routinely make written observations of children engaged in various activities, however, these are not effectively evaluated and therefore do not inform individual learning needs. Parents expressed their satisfaction at the care and education provided by the staff and that they are able to discuss any issues with them.

The quality and standards of the early years provision

Children are becoming competent learners and are gaining confidence as they are provided with a balanced range of self-chosen and adult-led activities. Children are able to freely access a wide range of activities and resources as these are stored in low-level units. Interaction between the children and the staff is positive and the children are beginning to form firm friendships with their peers. The children work collaboratively with one another, taking turns and working together in small groups. Children's behaviour is good and they have positive dispositions towards learning.

Children are provided with a good quality range of resources and experiences to support their learning both indoors and outdoors on a regular basis. This contributes to their health and well being. Children are beginning to understand how to keep themselves and others safe as they are given gentle reminders by the staff, for example, not throwing toys.

Children enjoy books and are able to choose what they want to read or share books with members of staff. This helps to develop their love of books and develops an understanding that print carries meaning. In addition children begin to develop language for thinking as they predict the sequence of events in familiar stories. Although staff observe children regularly, assessment against the Early Years Foundation Stage is in its infancy and requires further development to ensure it is consistently applied across all areas of learning by all key persons, in order for children to continue making good progress. Healthy snacks and themed activities provide children with a well-balanced diet and develops their knowledge of healthy eating. However, learning opportunities are missed at snack time as the staff set out tables and pour drinks for the younger children, this does not fully support self-help and independence skills. Children are encouraged to be polite and say 'please' and 'thank you' at appropriate times. They learn about each others' similarities and differences whilst celebrating a variety of cultural festivals, using a good range of resources that portray positive images of diversity and learning about their local environment. For example, one of the parents brought his tractor to the setting and talked to the children about the crops he grows on his farm.

Children are cared for in a clean and hygienic environment, where risks are identified and minimised. They are beginning to understand the importance of good hygiene practices and discuss why they have to wash their hands before snack time. Children's welfare is further promoted as all staff have current first aid qualifications which means that they are able to provide appropriate care and attention in the event of an accident. Effective procedures are in place for the safe arrival and collection of children as they are only released into the care of a known adult. Planned celebrations and resources provided at the setting ensure that children are beginning to understand the world around them and diversity within society. Staff plan activities that support children's future economic well-being through the provision of information communication technology, numeracy, problem solving and literacy.

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?	2
How well are children helped to stay safe?	2
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 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 on complaints made to Ofsted since the previous 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.