

Whittlesford Preschool Playgroup

Inspection report for early years provision

Unique reference number	221767
Inspection date	22/01/2009
Inspector	Carol Brown
Setting address	Whittlesford Memorial Hall, Mill Lane, Whittlesford, Cambridge, Cambridgeshire, CB22 4NE
Telephone number	07799092056
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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

Whitsers Pre-school first opened in 1967. It operates from the Whittlesford Village Memorial Hall, which was renovated in 1998. The pre-school serves the local area. It is managed by a voluntary committee. The premises are accessed via a ramp.

The group is registered to provide care for a maximum of 25 children at any one time, all of which may be in the early years age group. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children from two and half to four years of age on roll in the early years age range. Children attend for a variety of sessions. The group opens five mornings a week during school term-times. Sessions are from 09:00 to 12:00.

Three staff work with the children. Two staff have a level 3 qualification. The pre-school receives support from a teacher and an area special educational needs co-ordinator (SENCO) and a support officer from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

The pre-school offers very good provision for children in the Early Years Foundation Stage (EYFS), with some outstanding aspects. Staff recognise the uniqueness of each child and gather information from parents from the outset to enable them to meet children's individual needs very effectively. Children enjoy their time at the setting and make good progress towards the early learning goals of the Early Years Foundation Stage. The setting promotes inclusive practice and 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:

- continue to develop resources, which present positive images of the wider community.

The leadership and management of the early years provision

The management of the pre-school has a positive focus to ensure that children's welfare and development needs are very well met. Policies and procedures are in place for the safe and efficient management of the setting and are reviewed on a regular basis to ensure that these are effective. Children are cared for in a safe environment as the staff conduct daily visual checks to ensure that the premises and equipment are fit for their purpose. This is further supported as formal risk assessments are implemented to identify potential hazards and implement

strategies to minimise risks to all users and visitors to the setting. Emergency evacuation procedures are practised on a regular basis to ensure that children are aware of how to leave the building safely in the event of a fire, these take into account children's patterns of attendance to ensure that all children are familiar with the routine.

The staff work well as a team and are aware of their roles and responsibilities and meet on a regular basis in order to plan activities. Monitoring and self evaluation is rigorous in identifying what is done well, what needs to improve and how the provision can improve quality overall. The setting receives support from their Early Years Development worker to identify strengths and weaknesses and ensures that additional training and support systems are in place to provide a high quality service to the children and their families. Appraisals to monitor staff performance and identify training needs are routinely undertaken. Children's welfare is safeguarded as all staff have been appropriately vetted and have undergone Criminal Records Bureau checks. The provider has ensured that all staff have undergone safeguarding training and are fully aware of their roles and responsibilities in recording and reporting potential indicators of abuse.

Partnership with parents is friendly and they are welcomed into the setting. Parents are provided with a wealth of information in relation to the settings policies and procedures. Daily communication between the staff and parents ensures that children's individual needs are very well met. Parents provide staff with information as to their child's starting point and are regularly updated as to their child's individual learning needs, next steps and overall progress towards the early learning goals. Individual learning journals clearly set out how children are progressing, these are informative and evaluate learning intentions. Parents expressed their satisfaction at the service provided by the setting and that they are able to discuss any issues with their child's key worker. The setting has developed formal links with feeder schools in the area, for example, the head and reception teachers visit the setting prior to children moving on to school and the key worker visits the child in their first week at school to assist in a seamless transition for individual children.

The quality and standards of the early years provision

Children in the Early Years Foundation Stage (EYFS) learn and develop well through the principles of the EYFS, particularly in relation to the uniqueness of each child and their abilities and dispositions. Planning is relevant to children's interests and the staff are very proactive in ensuring that individual needs are well met. Children are becoming competent learners and are gaining confidence as they are provided with a balanced range of self-chosen and adult-led activities. 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 working together in small groups. They are developing positive relationships with their peers as they learn consistent boundaries for behaviour in sharing and taking turns. In addition children begin to understand their feelings so are able to talk or show their emotions in a secure and trusting environment. Children's behaviour is good and they have positive

dispositions towards learning.

A key person system is in place within the setting, this ensures that children's learning needs and welfare are monitored effectively and provides a point of contact for parents. The setting has devised systems to plan a range of balanced activities to meet individual children's interests and there are systems in place to observe children. Very effective observations and assessments are used to find out what children already know and can do to help them progress effectively towards the early learning goals. Exciting, interesting activities help them develop and learn in different ways and at different rates. They make decisions, have discussions and opportunities to gain independence skills to develop their creativity and critical thinking. The staff skilfully use this information to inform planning for next steps for individual learning programmes. Children are provided with a 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 and they are beginning to understand how to keep themselves and others safe, this is as a direct result of the staff conducting risk assessments to minimise potential hazards.

Nutritious snacks help keep children healthy and they are encouraged to help themselves to fresh drinking water throughout the session. Children learn the benefits of a healthy diet and how their bodies work, through planned activities and the skilful questioning by the staff. Children's well-being 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.

Children have opportunities to be themselves, develop their self-esteem, make good relationships and learn to value others, helping them to make a positive contribution. A range of resources reflecting people's similarities and differences and the celebration of some cultural festivals support children's understanding of the wider community, however, these resources do not reflect all areas of 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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?	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

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.