

# Wootton Wawen Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	200875
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<b>Inspector</b>	Anne Felicity Taylor

<b>Setting address</b>	Alcester Road, Wootton Wawen, Solihull, West Midlands, B95 6AY
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<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 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**

Wootton Wawen Pre-School has been open for over twenty-five years. It operates from the main room, plus adjacent areas and facilities in Wootton Wawen village hall. Children have access to an enclosed outdoor play area. The pre-school is just off the main route between Henley in Arden and Stratford upon Avon, Warwickshire. It serves the village and the local rural area, and is open each weekday in term time from 09.00 to 12.00. Children are able to bring a packed lunch and stay for lunch club until 12.45.

The pre-school is registered on the Early Years Register. A maximum of 24 children aged between two and five years may attend the setting at any one time. There are currently 16 children on roll. The pre-school is able to support children with learning difficulties and/or disabilities, and children who speak English as an additional language. The children learn through play and the setting provides funded early education for three and four-year-old children.

There are four members of staff, three of whom hold early years qualifications. One member of staff is working towards an appropriate qualification and other staff are adding to their formal qualifications.

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

Overall the provision is good. Staff create a secure and friendly environment which means that children and parents feel welcome at the pre-school. Children are happy and settled, they enjoy all the learning opportunities that are offered, therefore, their welfare is promoted effectively. The excellent partnership with parents, and the strong links with other local early years settings and services, contribute very well to meeting each child's individual needs; this means that all the children make good progress, taking into account their starting points and abilities. The staff and the committee are dedicated to offering a high quality service to parents and children. They complete a self-evaluation and issue regular questionnaires. Therefore, they identify points for change or improvement quickly, in order to meet the needs of children and parents.

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

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

- ensure that the procedure to review and update risk assessments is completed in full.

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

The committee and the senior staff encourage ongoing training, therefore the children are cared for by staff with an up-to-date knowledge and understanding of

the Early Years Foundation Stage (EYFS). This means that staff improve and update their expertise. The manager and staff are focused on delivering an improving service. There are comprehensive procedures in place to ensure all staff are suitable to work with children. Visitors are monitored and only vetted staff have unsupervised access to the children. This means that children are kept safe.

Robust policies and procedures support staff in their care of the children. The child protection policy and procedures are clear. Training is completed and senior staff take responsibility for referring any concerns. The policy is easily available to parents, either written or on compact disc, ensuring that they are aware of the duty of the staff regarding keeping the children safe.

The very good ratio of staff to children is a very positive benefit to the children. They receive lots of individual attention and staff are able support them effectively as they develop their own play, for example, building a track for the cars, organising specific small group work, creating colourful Valentine Day cards with a variety of media. Staff display great skill at recognising children's needs and moods and can adapt promptly, for example, providing a tray of lentils for tactile play.

Staff have regular meetings to plan the education programme and to discuss any issues. They routinely evaluate the success of specific activities, and how they can be extended in response to children's interests, or adapted to be more interesting or inclusive. Children are consulted about which activities they have really enjoyed. Therefore, learning can be consolidated and change can be instigated and improvements put in place with the support of all the whole staff team.

Excellent procedures are in place that cultivate strong open relationships between staff and parents, which is a real benefit to each child. New parents are offered settling-in sessions and regular review meetings, meeting their key worker and discussing their child's needs and interests. This means that key staff have clear starting points for individual learning plans. Parents appreciate the availability of staff. Initially parents receive information through the first-rate prospectus and colourful leaflet, and after that through regular newsletters. The involvement of parents in the setting is commendable. They serve on the committee, provide volunteer help for local outings, are involved in fund raising and bring in articles for projects and celebrations. Therefore, parents feel fully involved in all aspects of their child's care and learning.

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

Staff have a very good understanding and knowledge of the EYFS and use their varied skills and experience to provide a service which meets each child's needs. Children are happy and confident and behave very well. Staff are consistent when handling behaviour, always reinforcing the positive aspects, for example, lots of praise for helping a younger friend. This boosts the children's self-esteem and helps them to learn about reasonable and responsible behaviour. The daily routine is organised to give opportunities for younger children to play together for short periods of time, and for older children to become involved in more complex activities, for example, a small group completing matching sounds to letters and

recognising letters.

Children settle quickly and are always busy as staff organise the indoor and outdoor play areas before the children arrive, with interesting and exciting play. Children are offered lots of choice and have time to develop their own ideas and play, and to return to activities that they enjoy and that they find challenging. The outdoor learning activities are very popular with the children. They develop independence skills and learn to match and sort as they put on Wellington boots. They develop physical skills balancing as they walk on stepping stones, and discuss whether there will still be ice in the water tray. They benefit enormously from the range of physical activities and the fresh air.

Commendable links are built up with the local primary school as children visit every week to use the hall and the outdoor areas, and the reception teacher comes to the pre-school. Staff have developed a communication book for children who attend different settings. This ensures that information is shared between settings, and that individual needs are met. Children get to know about their community when they visit the Church for harvest celebrations, alongside primary school children, teachers and parents.

The children's welfare is promoted well and generally the children are kept safe. Comprehensive written risk assessments are in place for all outdoor activities. However, indoor risk assessments are only partially complete, compromising safety. Children are learning to keep themselves clean and healthy as they routinely wash their hands before snack and after outdoor play. They understand the need for safety rules because staff reinforce and explain why the rules are in place, for example, always having an adult with you in the kitchen area. Children develop healthy eating habits because the children are offered healthy snacks including fruit and vegetable sticks. Children enjoy helping to prepare peppers and carrots, developing their senses as they study and smell the vegetables. Children make good progress, developing an enquiring and positive attitude to learning.

## 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?	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?	1
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?	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 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.