

Willow Pre-School Playgroup

Inspection report for early years provision

Unique reference number	402298
Inspection date	03/02/2009
Inspector	Lisa Paisley
Setting address	King George V Pavilion, Blackthorne Road, Canvey Island, Essex, SS8 7BJ
Telephone number	01268 683174
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

Willow Pre-school is run by a committee. It opened in 1984 and operates from a large hall in King George V Pavilion on Canvey Island, Essex. The pre-school is open each weekday from 09.30 to 12.00 and on a Tuesday and Friday from 12.20 to 15.00 term time only. All children share access to a secure enclosed outdoor play area. The building is easily accessible for people with physical disabilities.

The provision is registered to care for 30 children at anyone time and there are currently 47 children aged from two to under five years on roll who are within the Early Years Foundation Stage (EYFS). The pre-school employs eight staff. All of the staff, including both managers hold appropriate Early Years qualifications. Two staff members are currently attending training. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The needs of all children are satisfactorily met as all staff recognise the uniqueness of each child and suitably plan for their individual needs. All children make suitable progress in their learning and development and their welfare is successfully promoted. Partnerships with parents is a positive aspect of the pre-school, ensuring continuity of care is successfully promoted and children's needs are met. Informal development plans are in place for the improvement of the setting, however, procedures are not yet formalised to ensure any advancements are continuous, effective and sustained.

What steps need to be taken to improve provision further?

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

- develop activity plans to link planning, observations and assessments and to build on next steps in children's play and learning
- review children's assessment records to include initial assessments and ensure that they are in line with 'Development Matters' profile
- review the organisation of key elements within the setting, this relates to snack time and large group circle time
- develop further the self-evaluation to ensure continuous improvement and identify key roles for staff.

The leadership and management of the early years provision

The maintenance of records, policies and procedures are suitably organised for the safe and efficient management of provision, ensuring that the needs of all children are consistently met. Secure procedures are in place to ensure that staff and volunteers are suitably qualified and have undertaken vetting procedures, further safeguarding the children. The pre-school has developed good relationships with

parents, for example, formal meetings, effective transitions ensuring key information is shared, newsletters and questionnaires. This ensures parents are consistently informed about their child's care and overall developmental progress. There are secure relationships in place with external agencies; this includes the area Special Needs Educational Co-Coordinator, health workers and other local Early Years provisions to ensure continuity of care and transitions for children are successfully promoted.

Resources and daily routines are adequately organised to support children, however, key elements, such as, large group times do not always sufficiently capture children's attention. Children are safe and secure while attending the pre-school as there are effective arrival and departure procedures in place, staff constantly monitor children's movements and they take steps to minimise any potential risks. Staff have an effective understanding of child protection issues; they have all been updated in relation to the Local Safeguarding Children Board (LSCB). There is a named child protection worker who has attended relevant training and the group has appropriate information and contact numbers in place. Parents are informed of the setting's safeguarding role further reassuring parents of their child's safety and welfare.

The quality and standards of the early years provision

Children are provided with daily play and learning opportunities to help them make suitable progress across all areas of learning and development. Activity plans including long, medium and short term plans are in place, however, daily activity plans including focus activities, observations and assessments require further consolidation to provide a linkage within planning records and build on next steps in children's play and learning. Staff undertake regular observations of children's developmental progress, however, initial profiles are not in place and development records are not in line with the learning and development assessment arrangements.

All children are confident and secure within the pre-school, there is a positive emphasis on nurturing children's personal, social and emotional growth, for example, staff will ensure any new child's favourite toy is available. All children are valued and settled within the provision and they develop close and effective relationships with both staff and peers. Daily routines also focus on children's physical abilities, they particularly enjoy riding tricycles and play cars in the designated play area. This ensures that they are making good progress in their physical development. Children fully participate in the range of activities and they are able to share and co-operate in their play, for example, building a castle and making play dough. Older and more able children are confident speakers, as they are able to express their thoughts, feelings and recent experiences, such as, talking about the snow. There is a designated book corner, which is comfortable for children to use and they are encouraged to look at books and stories. There are ongoing opportunities for children to recognise letters and names, for example self-registration and snack time. Children generally learn about early mathematical concepts through daily routines and planned topics; this includes singing number rhymes, counting and matching activities. Children learn about the natural world

through planned topics; this includes life cycles of butterflies and frogs there are regular trips out to Tropical Wings and Marsh Farm. Their imaginations and self-expression is supported through a range of creative and role play activities and staff enable children to explore different textures and materials and develop their own meanings.

Good steps are taken by staff to ensure that they are safe and healthy at all times, this includes risk assessments and practising regular fire drills. Procedures are in place to support children whom become unwell or have an accident. The manager is proactive in ensuring that the hall is suitably warm at all times. Children learn to keep themselves safe as they are reminded to tidy away toys; use equipment and play resources appropriately and staff help children negotiate space when riding their tricycles. They are able to independently access fresh drinking water, ensuring they remain hydrated at all times. Snacks are freshly prepared on site and staff and snack time is suitably arranged to ensure that it is an enjoyable time for children. Staff have a clear understanding of children's dietary needs and requirements, promoting children's health and well-being.

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?	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?	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?	2
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 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.