

# Warboys Under Fives

Inspection report for early years provision

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| <b>Unique reference number</b> | 221832      |
| <b>Inspection date</b>         | 10/03/2009  |
| <b>Inspector</b>               | Anna Davies |

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|-------------------------|--|
| <b>Setting address</b>  | The Pre-School Building, High Street, Warboys,<br>Huntingdon, Cambridgeshire, PE28 2TA |
| <b>Telephone number</b> | 01487 823190   |
| <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

Warboys under fives Pre-school opened in 1992 and operates from two rooms within a building used solely by the setting. It is situated in the village of Warboys on the outskirts of Huntingdon. The pre-school is open each weekday from 09.00 to 11.30 and from 12.30 to 15.00 on Mondays, Tuesdays Wednesday and Thursdays. All children have access to a secure, enclosed outdoor play area. Access into and out of the pre-school is at ground level with a small step into the main door. There are no disabled toilet facilities.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 57 children aged from two years and nine months to under five years on roll. The pre-school currently supports children with learning difficulties and/or disabilities.

The pre-school employs seven members of staff who regularly work with the children. Of these, four staff including the manager and deputy, hold a Level 3 qualification, two members of staff hold a Level 2 qualification of which one is working towards a Level 3 qualification. The setting also employs two relief assistants. The setting provides funded early education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. A strong and committed staff team know the children well and work together effectively to support children as they play and learn. Effective planning and assessment systems take full account of children's individual needs and interests, therefore ensuring that they are able to participate meaningfully in the planned activities and generally when they come together in group situations.

Good partnerships with parents and carers and those with other settings also providing the Early Years Foundation Stage (EYFS), help to ensure that all children feel settled and valued which promotes consistency of care and learning. The setting has a clear awareness of their strengths and weaknesses and has secure systems of self-evaluation in place to enable them to priorities areas for further development.

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

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

- review the organisation and frequency of group sessions such as circle times and snack time to ensure that they meet the needs of all children
- develop assessment procedures, this relates to linking observations to the early learning goals so that assessment records clearly demonstrate the progress children are making towards them

- review the organisation of the toys, resources and images that reflect diversity to ensure that children receive consistent messages throughout their play.

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

Good safeguarding policies and procedures are in place and effectively implemented to ensure that the children are well protected. For example, robust procedures for the recruitment and induction of staff are followed. Risk assessments and daily checks ensure that any identified potential hazards to children are minimised both inside and outside. Staff are clear about their responsibilities towards safeguarding children and have a good understanding of the signs and symptoms of abuse and the procedures to follow should they have concerns about a child in their care.

A good proportion of staff hold recognised qualifications at Level 3, so helping to underpin their understanding of good childcare practice. Staff appraisals are used to identify areas for continuing improvement and professional development, and staff make good use of relevant training courses to build on their existing knowledge and skills. The pre-school has taken positive action to address recommendations made at the last inspection, so helping to further develop information available to parents and the effectiveness of assessment procedures. Clear action plans are formulated to prioritise further developments within the pre-school and these focus very much on improving outcomes for children.

Parents receive good quality information about the setting and their children's care, learning and development. For example, children's key working folders are sent home each term for parents to review and contribute towards. Annual parents evenings provide formal opportunities to discuss children's progress and staff ensure there are daily opportunities to chat with parents if required. Settling in procedures are effective; 'taster sessions' enable parents to spend time with staff to ensure they are fully aware of their children's individual needs before they start attending on a regular basis. Parents are welcome in the setting and are able to become involved in their children's learning through sharing their own skills and talents with the children or helping out on the parents rota. An effective system has been set up to liaise with other providers also delivering the EYFS to children who attend the pre-school which helps to ensure consistency.

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

Children are consistently offered good opportunities and a wide range of activities that enable them to make good progress across all areas of learning and development. Assessment systems have been effectively developed in order to promote individualised learning; Staff use 'initial profiles' to gather information from parents about children's skills, capabilities and interests and carry out regular observations of the children as they play which are recorded under each area of learning. However, these do not link to the early learning goals to ensure that the progress being made towards these can clearly be demonstrated. Assessments are

used to identify next steps of learning and to inform future planning. These effective planning and assessment procedures ensure that the majority of activities are meaningful to children and meet their individual needs. However, sessions when children come together in groups such as circle times and snack time, do not always meet children's individual needs. For example, some children become restless and lack concentration due to the frequency and organisation of some group times.

Staff support children well and encourage them to be active in their learning and to think critically. For example, children take a keen interest in how a model frog works; they enjoy helping to unscrew the compartment to fit new batteries in the hope that it will 'croak' again. Staff use this expression of interest as a learning opportunity; promoting discussion and asking thought provoking questions to extend children's learning and understanding. This consistent support offered by all staff offers children the reassurance to express their ideas, to explore further and to share their thoughts. Children are confident in the setting, accessing further resources of their choice and working together to complete tasks and extend their imaginative ideas. Children show consideration of others as they tell their friends it is their turn to go outside to play and help each other to do their zips up on their coat. Children have many opportunities to develop their pre-reading and writing skills; they are beginning to identify familiar words in print from their name cards and through the well-labelled toys and resources. Children problem solve, calculate and learn to count during everyday activities such as number rhymes and counting groups of objects and children. They have regular opportunities to play in the outdoor area which gives opportunities to develop their physical skills and enjoy fresh air. A wide choice of activities are offered on a daily basis, for children to experience, explore and investigate different media such as shaving foam, paint, sand, water, collage and clay. A well-resourced 'life experiences' area enables children to develop their imaginative play around different themes such as 'the vets' where for example they enjoy taking the toy dog for a walk on the lead. Children learn to appreciate different cultures and traditions through celebrations of multicultural festivals and there is a suitable range of resources that reflect diversity. However, these are not always on display throughout the setting to ensure that children receive consistent messages through their play.

Children are encouraged to develop their skills so that they learn to keep themselves safe and well. Good hygiene routines followed by both staff and children ensure that the risk of cross-contamination is minimised. For example, table cloths are laid on tables prior to eating snacks and children wash and dry their hands using liquid soap and disposable paper towels. Children gain an understanding about keeping themselves safe. For example, they follow the 'staying safe' programme where they develop their 'safety circles'; learning about who they can turn to if they feel sad or hurt. Snacks provided by parents are healthy, balanced and nutritious and take full account of any specific dietary requirements. Fresh drinking water is freely available to children throughout the session to ensure they remain well hydrated. They learn about healthy eating and healthy lifestyles and are cared for by staff who are trained in first aid and know how to respond appropriately if children are ill or have an accident. Children behave generally well. Positive strategies are in place to ensure children learn to

share and understand the effect their behaviour has on others. Much praise is given to children by the staff who provide good role models.

## 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?  | 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.