

# Widford School Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY381836
<b>Inspection date</b>	10/03/2009
<b>Inspector</b>	Sandra Daniels
<b>Setting address</b>	Widford School, Ware Road, Widford, WARE, Hertfordshire, SG12 8RE
<b>Telephone number</b>	01279 842681
<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).

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**

Widford School Pre-School was registered in 2008 and is run by committee. It operates from a designated classroom for children between the ages of two and five years within Widford Primary School, in the village of Widford. A maximum of 10 children aged between two and five years may attend the group at any one time. There are currently 13 children on roll. There are systems in place for caring for children with learning difficulties and/or disabilities and currently, two children who speak English as an additional language are attending. The Pre-School is open each weekday during term-time from 09.00 until 12.00 and also offers lunch sessions from 12.00 to 13.00, Monday to Friday. Extended sessions offering wrap-around care will be offered on Monday and Wednesday from 13.00 to 15.15. All children share access to a secure enclosed outdoor play area. The Pre-School employs two members of staff. Both hold appropriate early years qualifications to NVQ Level 3 and are working towards a Level 5 qualification. The Pre-School receives support from the Early Years Development and Childcare Partnership and Pre-School Learning Alliance. The Pre-School holds the 'Young in Herts' accreditation status. Widford School Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. Children's safety is given high priority and staff provide good quality interaction to challenge and support their development. They work closely with parents to ensure children's individual needs are met. This is a strength of the setting which ensures no one child or group are disadvantaged. The nursery provides a welcoming environment and through regular reflection, the setting has a positive attitude to continuous improvement, supporting very good outcomes for children. This ensures children make good progress considering their starting points, age and abilities.

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

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

- ensure that parental signatures are obtained to confirm they have been notified about an accident or incident.

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

The setting values the importance of working in partnership with parents and liaises, as necessary, with other agencies involved in children's care and education. This helps to ensure each child's needs are identified and met. Parents and carers' contributions are valued and they are encouraged to participate in daily activities, such as story reading and sharing their own cultural values and beliefs. They are provided with clear information about the pre-school and their children's activities,

and are encouraged to take time settling their child into the group, enabling them to observe how the routine operates in practice. Information is shared through the prospectus, regular newsletters, and opportunities for daily ongoing discussion with the friendly and approachable staff. Discussions with parents indicate they are very happy with the care their children receive. The setting maintains continual improvement through developing practitioners' childcare qualifications and reviewing practice in the pre-school. Self-evaluation is used effectively to identify areas needing improvement, and to monitor the quality of education and learning.

Staff enjoy their work and are committed to promoting children's learning and development, ensuring they are safe, and helping them enjoy their time at the pre-school. All children are fully included and well-supported by good interaction with adults, as they play and learn. Staff receive good support in their roles by access to ongoing training, staff meetings, regular appraisals and feedback from the head teacher and the committee. Staff demonstrate a clear understanding of child protection issues, the pre-school's procedure, and their responsibilities should concerns arise. They ensure children are well-supervised and are aware of the need to maintain a safe and healthy environment. The necessary policies, procedures, records and documentation are in place, reviewed regularly and implemented to promote outcomes for children. Children learn about healthy eating as they enjoy a range of fresh fruits and vegetables at snack times. Children learn good hygiene practices, for example, they wash their hands after using the toilet and before eating.

The pre-school is very well-equipped and resourced with a good range of play materials, for both the indoor and outdoor areas. These are creatively presented, resulting in a welcoming, stimulating environment, encouraging children's learning, interest and exploration. Space is well-planned and organised, encouraging children to move freely between different areas, increasing independence as they help themselves to equipment and make decisions about what to play with.

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

The pre-school provides children with a good standard of care and education because practitioners have a clear understanding of the Early Years Foundation Stage (EYFS), and this is reflected in their practice. Children are provided with continuous and consistent play and learning opportunities to help them make good progress across all areas of learning and development. Staff are able to support children's learning appropriately through the continuous play provision and being effective and purposeful in their interactions with all the children. Planning and assessments records are well-organised and demonstrate that children are making good progress towards the early learning goals. Staff rightly base their planning on what children enjoy and by identifying their developmental abilities when they first join the group.

Children are well-behaved and enjoy positive relationships with each other. The key person system is effective and ensures children form warm and comfortable relationships with staff. The staff gather information from parents about children's likes and dislikes and any dietary or medical requirements to ensure that the

setting is equipped to meet the children's individual needs effectively. Staff recognise that children are all unique. Observations of children at play are regularly carried out to monitor the achievements of each child and used to plan the next steps in their learning. All children are engaged in meaningful activities throughout the six areas of learning. For example, they gain confidence as they try new experiences such as the interactive whiteboard and digital camera. Children are confident to speak in a group. At circle time, they discuss birthdays as it is a member of staff's birthday today. They think about how old she might be and manage to work it out after being given clues such as 'more than that', or 'younger than that'.

Children's imaginations and self-expression are supported through a good range of creative and role-play activities that are provided on a daily basis. They have opportunities to learn about the wider world, explore and investigate their natural environment. For example, children go on walks through the local community and then make a display on 'travelling through Widford', detailing what they had seen. After making pancakes, children used skills of problem solving and reasoning to sequence a set of pictures detailing the steps involved. Children's physical development is encouraged through regular opportunities to play outside with a range of garden toys that includes tricycles, scooters, buggies, hoops, bats and balls. The play and learning environment, both indoors and outdoors, is effectively planned to provide children with a range of well-resourced activities that capture and maintain children's interest.

## 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 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 registration.

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.