

Wilderness Pre-School

Inspection report for early years provision

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EY299152

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12/10/2009

Inspector

Catherine Greenwood

Setting address

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Wilderness Pre-school was registered in 2004. It operates from the main village community hall situated in a quiet village, near Guildford Surrey. Children have access to two halls, and there is an enclosed area available for outside play.

The pre-school is registered on the Early Years Register, compulsory Childcare Register, and voluntary Childcare Register. A maximum of 24 children may attend the nursery at any one time. There are currently 32 children aged from two years to under five years on roll, who are within the early years age range. The pre-school is open each weekday between the hours of 09:00 and 12:00, during term time only. It currently supports children who have English as an additional language.

The pre-school employs 9 staff and two volunteers. The manager and four of the staff hold appropriate early years qualifications, one member of staff is a qualified teacher, and two members of staff and two volunteers are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. The manager is highly motivated, and ensures that actions taken to make improvements are well-chosen, so that impact is evident in most of the areas in which it is needed. For example, the systems in place to support staff professional development, and assist them with obtaining an early years qualification are extremely good. Consultation with the local authority and self-evaluation provides an accurate diagnosis of what the pre-school does well, and areas for improvement, although not all staff and parent's are fully involved in the process, and some weaknesses have not been identified.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident is made easily accessible and available for inspection by Ofsted (Documentation). 12/11/2009

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

- ensure self-evaluation involves all staff and parents, and includes plans to bring about further improvement to the provision and outcomes for children

- ensure observations and assessments of each child's achievements, interests and learning styles are systematically used to identify the next step for their learning, and linked to planning
- improve the information that parents receive about planned activities

The effectiveness of leadership and management of the early years provision

The manager of the pre-school works alongside staff, and provides them with an extremely positive role model. This is particularly evident in relation to her skills with leading children's story times and large group discussions, as she makes them an exciting and stimulating event. Consequently, staff are inspired in their communication with children, although are not always given the opportunity to develop their skills through leading groups themselves. Children's welfare is fully safeguarded due to staff having an excellent knowledge of the action to take regarding any concerns. Activities are adapted to suit the age and ability of all children, and additional resources are obtained to support children's individual needs. For example, steps with handrails are built to ensure all children can reach the hand basins. The manager checks the premises every morning before children arrive, completes a written checklist, and has a good awareness of how to reduce hazards. However, this is not currently available for inspection. This is a breach of the regulations.

Good communication, ensures that on-going objectives for continuous improvement are shared by most staff working in the pre-school. The manager is the driving force behind improvements made to the provision, and can clearly identify what has been achieved to improve outcomes for children since the last inspection. For example, staff knowledge of the ethos of the Early Years Foundation Stage and training opportunities, the introduction of a children's snack bar and a 'free flow system' for them to independently access outdoor play, the inclusion of staff in creating policies and procedures, and the opportunities for staff to attend cluster meetings and training workshops. Most of the recommendations from the last inspection have been met, although children's developmental assessment records have not been effectively evaluated and improved. Although input from parents is welcomed, this feedback is not always used to full effect to inform the setting's self-evaluation.

'Stay and play sessions' are offered to all parents, and newsletters are issued once a term. Although different ways of informing parents are considered, parents are not given regular information about planned activities. Parents speak very positively about the pre-school and say 'staff are very friendly, caring and welcoming'. Good links exist with other providers delivering the Early Years Foundation Stage. Annual open evenings provide parent's with opportunities to talk to their child's key person and look at assessment records.

The quality and standards of the early years provision and outcomes for children

Children are very well behaved and form good friendships. Use of a giant egg timer successfully enables them to independently negotiate with each other, as they take turns in using resources such as wheeled toys. Children show great enthusiasm for all activities and experiences, particularly in relation to the use of a toy dog called 'Sid' which they take home on a rotation basis. Parent's record information and include photographs of where children have taken the dog whilst with their families. This enables new children to feel secure and settled due to the good links between home and pre-school. Photographs of children and their families are made accessible in the book corner, to support children's sense of belonging. Children feel good about themselves and are proud of their achievements, for example, as they show creations made from re-cycled materials.

On arrival at the pre-school, children successfully find their name from cards displayed on a table. They have a very good knowledge of the sounds of letters. This is supported by the excellent use of group discussion times, to identify objects that children bring from home, beginning with 'the letter of the week'. Children make marks using crayons and pencils, and are beginning to recognise letters of the alphabet as they match magnetic letters and pictures. However, there are too few opportunities to use writing for different purposes and learn letter formation within practical activities. Children concentrate well and their interest is captured, as they listen to stories such as 'The three little pigs' and 'Goldilocks' and 'The three bears'. They are encouraged to take part in stories and act out related roles. Consequently, children join in with actions, and successfully recall elements of familiar stories.

Children learn how things work as they use resources such as a digital camera, remote control toys, and calculators. However, there is currently no computer, and a wide range of programmable toys are not made accessible to the children at all times. Children have good opportunities to identify the features of living things, for example, as they look and touch fresh fish provided by a parent, who is a fisherman. Tubs of seaweed and mussels support this learning and enable children to explore real life objects using magnifying glasses. Children can count in numerical order to ten and beyond, and identify patterns and colours of clothes they are wearing. They learn about size and capacity as they complete puzzles, and fill and empty containers in the sand.

Children show great enthusiasm and skill as they ride wheeled toys around a designated area of the pre-school hall, and some can ride the bikes backwards with good control. They show great delight and increasing skill in their hand and eye co-ordination, as they attempt to flick plastic grasshoppers into a bowl. They stretch their physical abilities, as with staff support they climb over the top of low climbing frames in the outside play area. Children play imaginatively, for example, in the pretend vets. A range of resources support this play, such as pet carriers, soft toy animals, medical sets, and feeding bowls. Some children make good use of books in this area as a reference to tell staff how to look after their pets. Children develop their creativity as they use paint to discover how colours mix together, and

make their own designs on paper plates. A good range of accessible craft resources capture children's interest, and they often choose to make their own creations such as 'magic boxes'.

Children are protected from the risk of cross infection, for example, they know to wash their hands before eating, and staff ensure that food is set out individually on plates when children help themselves at snack time. Staff are very responsive to what children say. For example, during large group times, some children are confident to share what they know, for example, that frogs come from tadpoles. Staff contribute their ideas for planning during weekly team meetings. However, existing systems that are used for planning do not show how observations and assessments of children's progress link to activities. Staff know their key children well and their good interaction and communication helps children achieve and make good progress. However, observations and assessments are not always kept up to date to show how children's learning is linked to the early learning goals, and the next step for their individual learning.

Children learn about their own safety, for example, through visits from people within the community, who specialise in building self-esteem, and talk with children and parents about 'stranger danger', and bullying. This learning is extended through discussions and activities such as 'what to do if you get lost'. Parental involvement is fully embraced, and parents are asked to come into the nursery and share information with children about their own cultural backgrounds. For example, they dance in traditional costume, sing in their home languages, and bring cakes and pastries to the nursery for children to try as part of a celebration. This enables children to develop a positive approach to diversity.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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