

Winton Pre-School Playgroup

Inspection report for early years provision

Unique reference number	100538
Inspection date	22/04/2009
Inspector	Lorraine Sparey

Setting address	Winton Baptist Church, 15 Cardigan Road, Bournemouth, Dorset, BH9 1BG
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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).

Description of the setting

Winton Pre-School is a community pre-school run by a committee. It opened 43 years ago and operates from two connecting rooms in a community hall. It is situated in a residential road, at the rear of Winton Baptist Church, close to the main shopping area. Children come from the local community. The setting currently supports children with children who speak English as an additional language.

The setting is registered on the Early Years Register for a maximum of 24 children aged from two years until the end of the early years age group. There are currently 25 children on roll, of these 23 are in receipt of nursery education funding. The setting is open each weekday. On Wednesdays, it is open for the lunch club at 12.00 and then for the pre-school session from 12.30 to 15.00. On the other days, the sessions are from 09.00 to 12.00 with the lunch club from 12.00 to 12.45. The setting operates in school term time only. All children share access to a secure enclosed outdoor play area.

The pre-school employs eight staff including a book keeper, of these seven hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are motivated in their learning and actively participate in a broad range of quality activities and play opportunities. Their individual needs are well met because staff tailor activities to their individual needs and interests. Staff and the committee implement effective procedures to monitor and evaluate the provision to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to evaluate routines with particular regard to snack time to ensure children are not kept sitting for long periods

The leadership and management of the early years provision

The setting has good systems in place to monitor and evaluate the whole provision. Staff and the committee are currently completing 'Bournemouth Quality Standards' assurance scheme. This is enabling them to identify clear areas they wish to develop, for example, how they engage with all the parents. As a result the committee are currently looking at a range of events and various methods to further develop their existing partnerships with parents and carers. They have also

identified the outdoor area limits children's abilities to freely choose to play in the area. A successful grant application and discussions with the church is allowing them to extend their current area. The committee and staff have a realistic understanding of their strengths and areas they would like to improve.

The committee is responsible for recruiting and vetting staff and have devised effective procedures to ensure that staff are suitable to work with children. New staff undergo an induction programme and ongoing staff appraisals monitor staff performance. Peer observations provide opportunities for staff to evaluate each other's performance which is a useful aid to their appraisal system.

Staff work hard to develop positive relationships with parents and carers. They are provided with good quality information about the provision including how they can become involved with the committee. Regular termly meetings enable parents to formally view their children's progress records and staff encourage them to share them with their children. At other times parents know that they can view their children's records or add useful information. The setting has devised systems to share information with other early years settings in preparation for a time when they may have children attending other settings.

Children are safeguarded because staff implement effective policies and procedures to support children's health, safety and well-being. All staff and volunteers are encouraged to attend training to support their knowledge of potential signs and symptoms of child abuse. Staff demonstrate a clear knowledge of procedures to follow in the event of a concern being raised. Risk assessments are completed on all aspects of the provision to enhance children's safety.

The quality and standards of the early years provision

Children are eager to come into the setting and quickly become absorbed in activities of their choice. Children are motivated and enthusiastic in their learning. A child excitedly invites a visiting adult to come and see the wormery. The child says to them 'Can you see the mummy and baby worms as they wiggle through the dirt'. A member of staff joins in the conversation and uses effective questioning to extend the child's learning. They ask 'What has happened to the leaves?'. This leads on to a discussion about growing and the child talks about how tadpoles change into frogs and finds a model to show the visiting adult. Children thoroughly enjoy their time in the well resourced role play area. They co-operate with each other agreeing roles such as chef, customer and shopkeeper. The 'greengrocers shop' has a wide range of various fresh fruits and vegetables for the children to use. They enjoy weighing cucumbers and aubergines and talk about which is the biggest, and the longest. Skilled staff extend children's learning at every opportunity. For example, they talk about the passion fruit and kumquats. They encourage the children to develop their language and understanding and to problem solve. At snack time staff encourage children to count the number of children on their table, adding one more as another child joins, working out how many cups they need. At other times children build with a variety of materials including large polystyrene blocks, magnetic construction and various wooden blocks and shapes. Several children enjoy building large towers. Staff encourage

them to compare which is the tallest.

Children can generally choose whether to play inside or outside. Staff restrict the number due to limited space. They participate in a range of activities such as using wheeled vehicles, playing with the boats in the small world water harbour. Children learn about the natural world through planting flowers and making a grass seed head. Staff plan and provide a wide range of stimulating activities and have a good balance between adult led and child led activities. Generally staff are well organised and the activities and routines support children's learning and enjoyment. However, on occasions staff do not respond when children become bored. For example, during snack time some children take considerably longer to eat their snack and others on their table are expected to wait. Other children on adjacent tables are playing with the resources. Consequently children fidget in their seats and some move to where the toys are and are asked to come back.

Children are well behaved and frequently show kindness and consideration to their peers and to the adults. A new child is not sure where to go at snack time, and another child goes over to them, smiles and holds their hand, taking them over to their seat. Staff are particularly good at praising children's achievements and as a consequence children value their creative achievements and are keen to show their parents and carers.

Children benefit from regular visitors to the group. They enjoy the local community police officers who visit regularly, and play with the children. A child is fascinated as a message comes through on the officers radio. Regular visits from the librarian supports children's love of books and stories. Children use the well resourced story sacks to tell stories using the various props.

Children's health is well supported. They follow good hygiene routines and generally remember to get a tissue, blow their noses and dispose of them appropriately. Children understand how to use equipment safely and self monitor the amount of children at certain activities. For example, children automatically put a wristband on when they are going to use the climbing frame. They know that when the bands have gone they must wait their turn. Children learn about the wider world through celebrating various festivals throughout the year and visits in the local community. They recently enjoyed a visit to another early years setting where they saw recently hatched chicks.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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