

Wool Pre-School

Inspection report for early years provision

Unique reference number	153449
Inspection date	10/02/2009
Inspector	Dinah Round
Setting address	Kids of Wool Building, Colliers Lane, Wool, Wareham, Dorset, BH20 6DL
Telephone number	01929 405144 9am to 3pm
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).

Description of the setting

Wool Pre-School has been established for over 32 years and is managed by a voluntary committee of parents. The preschool operates from a purpose-built accommodation which is shared with other child and youth organisations within the village of Wool, in Dorset. Children have access to a safe enclosed area to the side of the building for outdoor play activities. The setting serves families from the local community.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children from two years upwards in the early years age group. They are open each weekday from 09.00 until 15.00, term time only. The pre-school is registered to receive the government funding for nursery education, and there are currently 37 children on roll, of whom 25 are funded. The pre-school caters for children with learning difficulties and disabilities.

The pre-school employs a qualified play leader who holds an NVQ Level 4 in early years and is working towards the Foundation Stage Degree. She is supported by six members of staff, all of whom have a recognised early years qualification. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. It provides a very welcoming and inclusive setting where dedicated staff work together extremely well to ensure that all children's individual needs are effectively met. Children flourish in the stimulating environment provided and consequently make very good progress in all areas of their learning and development. Strong partnerships with parents and carers contribute significantly to children's welfare. The continuous evaluation by the setting is effective in further enhancing the learning experiences and care provided for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending current systems to share information with others about children's progress to enhance the continuity of care and learning

The leadership and management of the early years provision

The provision is extremely well organised. Clear policies and procedures and all necessary records are well maintained to promote children's safety and welfare. Robust procedures are in place to ensure that adults are suitable to work with children. Staff have a secure knowledge of how to safeguard children and the

procedures to follow if they have a concern about a child's welfare. The setting is safe and secure due to thorough risk assessments and daily checks which means that children can play freely and safely. Staff are pro-active in continuing to review and evaluate the quality of the provision as they strive for further improvement. They seek the views of others, for example, as a result of a recent questionnaire sent out to parents, they are developing the parent pack further and now provide regular information about the focused activities.

Staff provide an inviting environment which is very well resourced and successfully promotes children's independent learning and development. For example, children help themselves to cereal and drinks from the breakfast station and they make choices whether to play indoors or outdoors. There are clear management structures in place and all staff know their roles and responsibilities, which makes the sessions run harmoniously for children. The enthusiastic staff team work together extremely well to make sure that all children's individual needs and interests are successfully promoted. This enables each child to participate fully in activities and as a result children thrive.

Strong partnerships with parents and carers are established through the highly effective key worker system. Staff support children's transition between home and pre-school very well, they discuss children's starting points and adapt settling-in sessions to suit the needs of each child. Children's progress and achievements are well documented and successfully shared with parents and carers, who are encouraged to take an active role in their child's learning. Links are developed with many providers where children also attend, to promote continuity of care and learning, although this has yet to be extended to all settings. Parents receive detailed information about the pre-school with regular newsletters to keep them well informed of any changes.

The quality and standards of the early years provision

Children are very happy and settled as they receive good quality interaction from staff who know them well. Children's learning is enhanced through the staff's secure knowledge of how children learn and progress. Staff have a very good understanding of their key children's abilities and interests which means that children achieve well. They regularly observe and assess what children can do and use this information to tailor future activities that take children further in their learning. Children's records are shared with parents, who are encouraged to add their own observations and write comments. All children are valued as individuals and good support is provided for any children who have additional needs. For example, sign language is used in some group activities, and staff learn to count in a different language to ensure all children can take part in activities. Children are motivated to learn through well thought out activities which make full use of the indoor and outdoor environment, maximising opportunities for children's independence and enjoyment. For example, children select freely from a wide range of creative materials indoors and explore their environment outdoors with the various investigation equipment.

Children are confident and eagerly get involved in the activities. Their language is

successfully promoted through the staff's skilful questioning to challenge their thinking. Children enjoy listening to stories and regularly link sounds to letters through a wide range of activities. Children have excellent opportunities to use mark making materials in their play, successfully developing their emergent writing. Children develop a good understanding of number, shape and problem solving through planned and spontaneous activities. For example, they use a chart to record which foods are popular snacks so they can sell these in their shop. Children become engrossed in the hospital role play due to the visit from a local doctor who brings his doctor's case and joins in the role play. This enlivens children's curiosity, generating lots of excitement, and children are fascinated as they listen to their own heartbeat through the stethoscope. Children develop good self-esteem through receiving regular praise, having their individual achievements recognised and seeing their artwork displayed. Children behave very well, they treat others with consideration and happily share and take turns, such as in the group games or when using the computer.

Children's welfare is given high priority. They are able to move around the play areas freely and safely as staff talk to them about keeping themselves safe. Children's health is promoted very well as they have good opportunities to take part in physical activities which promote their balance and coordination skills. Children learn the importance of washing their hands properly, for example, they experiment with a 'lightbox' to see if they have washed off all the germs. Children learn about healthy eating through planned topics and the provision of healthy and nutritious snacks. Children have opportunities to sample foods from different cultures, such as tasting noodles, rice, and sweet and sour sauces during Chinese New Year celebrations.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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 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.