

The Warren Pre-school

Inspection report for early years provision

Unique reference number	EY316517
Inspection date	13/01/2009
Inspector	Melissa Cox
Setting address	Bishops Green Village Hall, Beech Road, Bishops Green, Newbury, Berkshire, RG20 9JG
Telephone number	01635 269040
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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).

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

The Warren Pre-School opened in 1986, and moved to its present premises in 2005. The pre-school operates from the village hall at Bishops Green near Newbury in Berkshire. They have use of a large hall with adjacent children's toilets. There is an enclosed paved and grassed area for outside play. The pre-school is open term time mornings, from 09:30 until 12:30 on Monday and Fridays, term time only. It is registered to care for 26 children aged from two to five years old in the Early years age range and there are currently 13 children on roll. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The setting has systems in place to support children with learning difficulties and/or disabilities and for those who speak English as an additional language. Two full time and two part time staff work with the children. Of these, three have relevant qualifications at level three. The setting is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The Pre-school supports the children's care, learning and development effectively, enabling children to progress well. All children are valued and recognised as individuals and staff ensure that all children's needs are identified and met well. The environment is organised effectively to provide a comfortable and stimulating environment for all children attending. The age-appropriate and developmentally suitable range of resources available ensure that all children are able to progress appropriately in their learning and development. The risk assessment and procedures adequately promote the health and safety of children, and suitable written policies are in place to further protect children's well-being.

What steps need to be taken to improve provision further?

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

- make systematic observations of each child's achievements, interests and learning styles and use these to identify learning priorities and plan relevant and motivating experiences for each child.
- ensure experiences are planned and provided for, which are appropriate to each child's stage of development that help them make progress towards the early learning goals across the six main areas of learning
- develop a system for assessing the quality of the provision to ensure there are effective systems in place to meet the individual needs of all children
- improve the quality of documentation including risk assessments, outdoor play and the role of the keyperson

The leadership and management of the early years provision

All staff display a positive attitude towards providing an inclusive environment for all children who attend the setting. A well-organised learning environment and effective deployment of staff allow children to access resources independently and be supervised at all times. Areas for improvement have been identified through feedback from staff, although the group's self-evaluation is still developing.

Records, policies and procedures are used effectively to promote positive outcomes for children, although some documentation lacks detail. Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs.

Parents are supplied with good information about the provision. All policies are accessible and details about how staff and parents help children to learn, develop and progress through the Early Years Foundation Stage is regularly given to parents. Photographs and verbal reports are shared which enable them to see what their children do in their day. Staff are sensitive to parents' needs and support parents as well as children through their caring and respectful approach.

The quality and standards of the early years provision

Staff demonstrate an appropriate understanding of the Early Years Foundation stage frame work and how to support children's learning and development. They show a developing understanding of planning and assessment procedures. They are using everyday play opportunities and routine tasks to help children learn about the world around them, about different cultures, colours, calculation and sharing. Staff ask open ended questions and encourage children to explore their environment. Children are relaxed and enjoy playing in a colourful, well organised space. Staff present a wide, balanced range of equipment, resources and activities which children access independently. Equipment and activities, adult and child-led, engages children's interest and helps them make progress. Staff are further developing their system of planning and assessment to focus more on children's individual needs. Staff interact well with the children and are available to help them complete tasks. Staff understand not to take over a situation, and encourage children through praise and encouragement to focus and achieve tasks independently.

Welfare of children is promoted. Policies and procedures protect and safeguard children and staff demonstrate a good level of commitment and implement these successfully. For example, hygiene, daily physical play and healthy eating procedures promote children's health and well-being and prevent cross-infection. Children's behaviour is very good. They make a social network of friends who seek each other out and help each other. There is a warm and friendly relationship between children and key person, however, in such a small setting, all staff have good knowledge about the children and know what the children's needs are so all staff are familiar with the children and have a very good relationship.

Staff interact effectively with children, asking appropriate questions to engage them in conversation to support and promote their communication and language skills. Children are supported well by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. Overall, children's health and safety is well supported. The hygiene routines children learn help to keep them healthy and they are becoming more aware of how to support their own safety as they remind each not to run too fast outside.

Children enjoy books and stories. They sit enthralled as a member of staff animatedly tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. They are confident in using books by themselves. They turn the pages from front to back and point to the pictures and text, recalling the story and demonstrating their increasing understanding that print carries meaning. Numbers and counting are used throughout the nursery. Children are encouraged to consider simple number problems and to count in their daily play.

Children's health and well-being are well promoted through effective hygiene procedures, planned topics and appropriate discussion. Children are offered milk, water and a choice of fresh fruit at snack time.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.