

# Woodlands Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY376484
<b>Inspection date</b>	11/03/2009
<b>Inspector</b>	Charlotte Jenkin
<b>Setting address</b>	Charter Cp School, Wood Lane, CHIPPENHAM, Wiltshire, SN15 3EA
<b>Telephone number</b>	01249 447 223
<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

Woodlands Pre-School, previously called Tiddlywinks, registered in its current location in 2008. The pre-school is situated within Charter Cp School in Chippenham. The pre-school is registered to care for 23 children aged two to under five years. The pre-school has use of a play room, conservatory, outdoor area, toilets and kitchen. The group is open five days a week during term time between 09:10 and 15:00 daily. A lunch club is offered between the morning and afternoon session. Five staff work in the pre-school, of whom three have early years qualifications. The pre-school receives support from the local childcare development officer and lead teacher.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have their individual needs well met in the provision by adults who find out about their backgrounds and abilities. Adults seek appropriate support to ensure all children are valued, included and supported consistently in line with other professionals working with them. Children have access to a suitable balance of adult-led and child-initiated activities that help them make sound progress towards the early learning goals in all areas of learning. Staff are mainly committed to improving the educational provision and have attended training to support their professional development. Adults evaluate the provision and have identified areas for future improvement in order that children's learning and development is broadened.

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

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

- develop children's learning journeys to include identifying their interests and using these to plan for the next steps in their learning and development
- encourage parents to contribute their children's achievements outside of the group to assessment records, and to be involved in their children's learning at home
- develop systems for ensuring adults are suitable to work with children to include references and identity checks
- ensure training on food hygiene matters are available for all staff involved in the preparation of food
- ensure adults have realistic expectations of children, based on observations and on the things children say and do

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

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) (Also applies to both parts of the

25/03/2009

Childcare Register)

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

Children are cared for by adults who, although do not currently meet the minimum qualifications requirement, are working towards this. Recruitment procedures are suitable and include vetting procedures for staff, although these are not rigorous enough and does not consistently include taking up references from previous employers. Most required documentation is kept on premises and this enables the provision to run effectively to support children's welfare, learning and development. However, the complaints policy does not meet current requirements and does not ensure parents are informed of the pre-school's duty to respond to and maintain a log of complaints. All required information is gained from parents regarding their children, and this enables adults to meet their needs on a day to day basis. Risk assessments are effective in identifying and minimising hazards to the children. Hence, they move around the premises with confidence and play in safety. Adults have good communication with parents and other adults working with the children to ensure individual needs are catered for. Staff seek additional support from other agencies working with the children to ensure a consistent approach in supporting children's development and in recognising their uniqueness. Parents receive detailed information regarding the pre-school's policies and the procedures they are required to follow. Information is given regarding the curriculum offered and parents are encouraged to help in the setting, helping them become involved in their children's learning. Adults are mainly committed to improving the educational provision and have attended training to support their professional development, including improving their knowledge of the Early Years Foundation Stage. Appraisals help adults reflect on their practice and identify areas for future training. Adults evaluate the provision and have identified areas for future improvement. These include improving the outdoor area and developing systems for parents to be more involved in their child's learning. Hence, this has a positive impact on outcomes for children.

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

Children enter the provision confidently are keen to engage in the activities, including play dough and dressing up. They find their names for registration and sit on the cushions, and demonstrate they are familiar with the routines of the group and recognise simple words. Children sit and concentrate when appropriate, and during registration they say 'Good morning' to adults and peers. They are keen to take responsibility in the group and offer to be helpers for different tasks during the day, including putting the plates out for snack and collecting the name cards. Children show interest in numbers as they count how many children are in the group, with more able children counting with confidence to 15 and beyond. They enjoy singing action songs and do so with confidence, singing loudly and moving their bodies in various ways, including stamping their feet, nodding their heads, and clapping their hands. Children form good relationships with peers, and play together cooperatively. One child brings in a 'Cookin' Cookies game from home,

and children sit together and try to match the ingredients with the pictures on the recipe cards. Children make marks and confidently talk about what they are drawing, for example saying 'This is a butterfly and this is a big egg'. They talk with confidence and engage in conversations with adults and peers, and show concerns for others in the group, including when another child is crying. Children demonstrate pride in their environment, as they independently tidy away the toys after they have finished playing with them prior to taking out another activity. However, circle time is not appropriate for some of the younger children and this means adults do not have realistic expectations of what children are able to do, hence they become bored and unsettled. Adults support children well during activities, helping them develop skills and encourage their concentration. They also help support children's independence, as when children request help with dressing up they encourage them to do this, helping them think about where they need to put their arms and legs. Children have access to a suitable balance of adult-led and child-initiated activities that help them make sound progress towards the early learning goals in all areas of learning. Adults encourage the children to make choices with regard to the activities they wish to participate in through a toy catalogue, so they can access the toys they wish and contribute towards the planning process. Adults use the children's ideas to help them plan areas of learning in the provision. When setting up a garden centre, adults ask the children what they think they would need in this area, and children offered many ideas, including, spades, forks, Wellington boots, soil, seeds and birds. Hence, they now have a well resourced garden centre to explore soil, sand and grow plants. Adults gain some basic information from parents regarding children's interests, play preferences and abilities prior to them commencing in the provision. This enables staff to help settle the children and get an idea of their individual needs. Observations of children at play are made, as well as examples of their work and photographs of them engaged in activities. Observations are clearly linked to the six areas of learning and show children's achievements. However, these are not yet used effectively to identify future areas for development in order to help children progress to the next stage in their learning.

Children play in welcoming premises where there are bright displays of their work around and labelled pegs to welcome them into the group. This helps children develop a sense of belonging on the provision. Children have access to a wide range of toys and equipment that support their learning in all areas. Some of these are stored at low level and others are stored in a large cupboard. However, children are able to choose those they wish to play with through a resource catalogue, pointing to the pictures of the toys they wish to access. Children learn the importance of using tools safely, as adults remind them how to hold them correctly in order that they keep themselves and their peers safe. Children develop their awareness of healthy eating in the provision as they regularly talk about the kinds of foods that are good for them. In a group situation, children named various foods they can eat regularly and those that they need to eat less often, and that they need to brush their teeth well after eating. Thus, children are encouraged to adopt a healthy lifestyle. However, parents prepare snacks for the children and although they are given some advice on food hygiene, they do not receive appropriate training on food hygiene matters. Children demonstrate a positive attitude towards physical activity as they are keen to put their coats on a go outside to play. Outside children enjoy riding the tricycles and persevering to try

and use the pedals. Other children develop skills in throwing and catching balls and enjoy moving around the area in various ways. Children confidently climb on the small wooden train, whilst other children make marks on the ground and wall with chalks. They participate daily in action songs and dancing through 'Wake and shake' sessions. Adults are aware of the group's behaviour management policy and of the appropriate methods to use for managing children's behaviour. They are good role models to the children and are polite and respectful towards one another and the children attending. Adults talk to children about unwanted behaviour to develop their understanding of right and wrong.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Procedures for dealing with complaints) 25/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Procedures for dealing with complaints) 25/03/2009



## **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**

Since registration no complaints have been made to Ofsted.

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.