

Wingerworth Pre School

Inspection report for early years provision

Unique reference number EY378209
Inspection date 19/01/2009
Inspector Michael Miller

Setting address Hunloke Park Primary School, Lodge Drive, Wingerworth,
CHESTERFIELD, Derbyshire, S42 6PT
Telephone number 07932 894647
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).

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

Wingerworth Pre-school has been registered since 1992, but re-registered when it moved premises in 2008. It is registered on the compulsory and voluntary parts of the Childcare Register as well as the Early Years Register. It operates from a room in Hunloke Park Primary School in the village of Wingerworth, Derbyshire. There is a secure, enclosed, outdoor play area. Access for disabled children and adults is good. The setting supports children with a learning difficulty and/or disability. There are currently no children with English as an additional language.

The pre-school group serves the local area and surrounding villages. It opens five days a week, during school term time only, between 08.15 and 16.15. Ten staff, six of whom have a relevant childcare qualification, work with the children. The group receives support from a local authority Early Years Development Officer. Beneficial links with the host school are being established. The setting is managed by a committee, who delegate day-to-day responsibility to the staff. The group is registered to care for 26 children in the early years age group, and of these none may be under the age of two. There are currently 57 children on roll, between two years and five years of age.

Overall effectiveness of the early years provision

Overall, the pre-school provision is satisfactory, and improving, in meeting the needs of Early Years Foundation Stage (EYFS) children. The manager and staff show good commitment to ensuring all children are included in activities and have productive experiences during their time with the group. The premises and environment are of good quality. As staff are developing their experience in working in their new setting, they are considering and gradually purchasing new resources to meet the needs of the children. Positive links are developing with the school and support agencies, to ensure children's learning and welfare needs are met. Although there are currently no older children on roll of compulsory or voluntary register age, the actions required regarding safeguarding and welfare as specified for the EYFS children also apply in order to ensure full compliance.

What steps need to be taken to improve provision further?

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

- ensure that the group's observation and assessment records on individual children are used more effectively to aid staff in their planning of activities to promote further the children's progress
- work with the school to ensure that the additional upgrades to secondary emergency exits, as identified by the group's own risk assessments and notified to the local authority by the school, are completed
- ensure that a more permanent barrier is provided between the activity area and the alcove with sink units, in order to ensure no unsupervised access by children.

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

- ensure that an appropriate proportion of staff receive the required higher level safeguarding training (Safeguarding and promoting children's welfare) 23/02/2009
- ensure that the required health and safety risk assessments relating to the group's new premises are completed fully, and establish arrangements with the school regarding regular fire drills in accordance with the pre-school group's own policy. (Safeguarding and promoting children's welfare) 23/02/2009

The leadership and management of the early years provision

The organisation of the pre-school group is satisfactory overall. Good leadership is shown in the way adults work together closely in support of the children. This leads to good teamwork and a friendly and supportive environment. This is appreciated by parents and carers, who have high regard for the pre-school facility and all that it has to offer their children. Partnership with parents and carers is good. A number commented particularly about the fun their children have at the group, coupled with the ways in which children's social development is promoted very well. They appreciate the regular feedback they get from staff about the children, and the fact they are kept informed regularly about activities through newsletters. Good working relationships are exemplified by the smooth handover from parents and carers to their children's key worker at the start of the day. Other good aspects concerning children's welfare are shown in the ways they are helped to adopt healthy eating habits and good hygiene practices.

The safeguarding and welfare of children is a priority, and relevant checks are made on staff, the premises and equipment. All staff receive basic safeguarding training, but the manager and committee have not ensured that an appropriate proportion of staff now receive the additional higher level safeguarding training. Risk assessments are undertaken, but these are still in the process of being completed fully for the new accommodation. The manager has identified some additional, helpful improvements to the premises, and is in the process of establishing arrangements with the school regarding regular fire drills in accordance with the pre-school group's own policy. Whilst there is a temporary screen between the activity area and an alcove with sink units there is no permanent barrier to ensure the prevention of unsupervised access by children. Nevertheless, other required policies and procedures are in place, and there is an appropriate system for their regular review.

Management is open and honest in its approach to self-review because it is committed firmly to both improvement and inclusion. There is sound capacity for continued improvement. Adults support children's learning well on a day-to-day basis, and their observation and recording of individual children's learning is

developing effectively. This is becoming focussed increasingly on the national learning goals for children under the age of five. However, the use of assessment information to help in the planning of activities, and to promote further children's progress, is still at a relatively early stage of development. The group's own self-evaluation identifies this as an area for improvement.

The quality and standards of the early years provision

Development of children's personal, and emotional needs is good because staff listen to children and help them to develop well both individually and socially. Adults have positive expectations of the children and have established secure routines, for example during attendance checks or during snack times. Children are encouraged effectively to become curious and to develop well their understanding of the world around them. Creative and imaginative play is good, as seen with a group of three children playing at buying and selling train tickets to Chesterfield. Consequently, the ways in which children are involved, and make a positive contribution in their work and play are good.

The inclusive nature of the group ensures children, including those with any learning difficulty and/or disability, are enabled to join readily in activities. Children are able to make friends and respond easily to each other within different activity groups. Such skills stand them in good stead for their future lives and education. Development in other areas of the children's learning, such as communication and literacy development, and reasoning and numeracy, is satisfactory overall. Staff are putting together record folders on all individual children to monitor more effectively the progress made in each of the EYFS areas of learning. Whilst this information is providing staff with a sound and improving knowledge of children's capabilities, such assessments records are not yet sufficiently consistent across all the aspects of children's learning.

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?	2
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?	2
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?	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?	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:

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 (Arrangements for Safeguarding Children) 23/02/2009

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. (Arrangements for Safeguarding Children) 23/02/2009

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

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.