

# Whitney Crocodiles Pre School

Inspection report for early years provision

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**Unique reference number** 223613  
**Inspection date** 24/04/2009  
**Inspector** Deborah Ball

**Setting address** The Village Hall, Whitney-on-Wye, Hereford, Herefordshire,  
HR3 6EG

**Telephone number** 0781 4094658

**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 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

Whitney Crocodiles Pre-School opened in 1974. It operates from the village hall in Whitney-on-Wye, Herefordshire. The pre-school serves both local and surrounding areas. The setting is fully accessible to all children and there is an enclosed area available for outdoor play. The pre-school is open each Tuesday, Wednesday, Thursday and Friday during school term times. Sessions are from 09:00 until 15:00 and children are able to attend for a variety of sessions.

A maximum of 26 children may attend the setting at any one time. There are currently 22 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of nursery education funding. The provision is registered by Ofsted on the Early Years Register. The setting supports children with learning difficulties and/or disabilities and has procedures to support children who speak English as an additional language.

There are four members of staff employed to work directly with the children, two of whom hold appropriate early years qualifications. One member of staff is working towards an National Vocational Qualification Level 3. The setting receives support from the local authority. The pre-school have achieved a bronze quality assurance award.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Practitioners work very effectively to ensure that children are recognised and valued as unique individuals and work in close partnership with parents and other agencies to support good care, learning and development for all children. This is further supported by the effective systems in place to accommodate all children and their families in a caring, fully inclusive and supportive environment. Policies and procedures are reflective of the good practice in the pre-school and help to ensure children are safeguarded whilst they enjoy child-initiated opportunities within an exciting, stimulating and motivating environment. The staff and management team have an accurate understanding of the strengths and weaknesses of the provision and continue to take effective steps to improve outcomes for children.

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

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

- develop the procedures for incorporating information from parents into their children's assessment records.

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

Children are cared for in an environment which is very well organised and supports them in their development towards the early learning goals. Knowledgeable and skilful practitioners work very hard to ensure that children enjoy interesting, motivating and exciting experiences in a safe and secure space. The effective partnership with parents and carers plays a key part in providing high-quality care and education for individual children. The views of parents and carers are regularly sought and any suggestions are implemented into the setting's organisation where possible. The staff make time at the beginning and end of the session to provide parents with opportunities to informally discuss their children's progress and they receive written reports detailing children's achievements and recent experiences at the end of each term. However, the arrangements for incorporating parental information into children's assessment records are at an early stage and not yet fully effective for all children.

Staff are supported very well by a strong committee, along with detailed procedures which are consistent and reflect good practice. Adults work well together as a team to promote children's welfare, learning and development and a positive, happy atmosphere is prevalent throughout the pre-school. Arrangements for safeguarding children are robust, regularly reviewed and clearly understood by those who work with children. Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Continuous professional development is valued as staff have regular opportunities to attend further training to enhance their qualifications and knowledge. Clear policies and procedures for safeguarding children are in place and staff show a clear knowledge and understanding of implementing these in order to act in a child's best interest where necessary.

The procedures for self-evaluation are effective in identifying strengths and weaknesses and are used in conjunction with advice from local authority support, to continue to maintain and improve strong outcomes for children. Current areas for improvement include further developing the range of information technology resources available to the children. Very good progress has been made since the last inspection which has had a positive impact on children's experiences.

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

Children make good progress overall and respond enthusiastically to the many interesting and stimulating learning activities offered. They are active learners who enjoy close attention and confidently seek support from caring and attentive adults. Self-esteem, confidence and independence are very well promoted through the routines for specific adult-led activities and child-initiated free play which extend areas of development as appropriate. Staff have a clear understanding of the Early Years Foundation Stage requirements and plan exciting, purposeful activities based upon children's interests and ideas. Systems for ongoing assessment work very well in highlighting children's progress and informing future planning to help support and encourage development in all areas.

Staff interaction with the children is lovely, with lots of praise and encouragement given for effort and achievement, which results in the children being secure and settled. Children follow their interests with persistence and concentration, and have the confidence to try new activities by themselves because of the wealth of praise they receive. The properties and textures of natural, manufactured and creative art materials are keenly explored by all children. For example, children explore, investigate and experiment with various textures and materials such as ice, shaving foam, corn flour silk, spaghetti and dough. Children are enthusiastic and motivated as they access role play areas such as a post office, a jungle, a garden centre and a train station. The home corner supports both individual and cooperative play. Many children spend considerable time in this area stirring, pouring, shaking, mixing, rolling, folding, buttoning, brushing, trying things on and taking them off. Spontaneous and everyday activities are also used well to help the children develop good mathematical thinking, counting and problem-solving skills. Children are offered a wide range of opportunities to learn about their own environment and the wider world through themed activities, celebrating a range of world festivals, positive images of diversity and access to a wide range of resources. Staff fully support children to become aware of the community they live in and to take part in this wider community, for example, visiting the local church to learn about ringing the bells, maintaining effective links with local schools and visiting a local adventure farm.

Children are encouraged to eat healthy snacks and drinks and are enabled to enjoy packed lunches provided by parents in a social lunchtime, chatting with friends or being supported by staff to develop their independence skills. Daily access to indoor and outdoor physical play activities provides children with good opportunities to exercise their bodies and obtain invigorating fresh air. Indoors the children enjoy scrambling through tunnels, soft play equipment, tents, parachute activities, a climbing frame and an assault course. The outside environment includes a woodland area where children can learn about the natural world around them and be physically active. They are able to practise their physical skills as they dig in the ground to plant bulbs, balance on logs or use wheeled toys. There is a strong emphasis on caring and sharing, with staff using a positive, consistent approach to managing behaviour. As they learn to cooperate, show concern and play together harmoniously, children are developing good personal qualities, such as kindness and helpfulness, in addition to the social skills that will help to support their future economic well-being.

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

### Leadership and management

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

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