

Winsham Pre-School

Inspection report for early years provision

Unique reference number EY331760
Inspection date 10/02/2009
Inspector Hazel Callaghan

Setting address Winsham Primary School, Church Street, Winsham, Chard,
Somerset, TA20 4HU

Telephone number 01460 30377

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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).

Description of the setting

Winsham pre school is run by a parents committee. It opened at the current premises within the grounds of Winsham School situated in the village of Winsham on the Somerset/Dorset borders in 2006. The playgroup serves the local area and surrounding villages. It is based primarily in the Jubilee room but also uses the school's computer suite, hall and toilets, the kitchen, playground, field and associated facilities. There is disability access to the playgroup building and into the school. The setting is on the Early Years Register. A maximum of 14 children between the ages of two to five years may attend the group at any one time. The group opens daily during school term times. Sessions are from 09.15 until 12.15. The setting also offers care facilities for children to eat their packed lunch up to 13.00 at agreed times throughout the year. There are 17 children on roll, of these 14 children currently receive funding for nursery education. The group employs three staff. Of these two of the staff, including the manager hold appropriate early years qualifications. The group receive support from the local authority and has established links with the school.

Overall effectiveness of the early years provision

Winsham Playgroup provides a good setting in which children's development is well promoted in a safe environment. Each child's needs are identified carefully and met well by stimulating activities and high levels of care. The playgroup accepts children with learning difficulties and/or disabilities but there are no children attending who speak English as an additional language. The manager is very evaluative of the playgroup's provision and works well with other staff and in close partnership with parents, thus ensuring the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- plan and provide a suitable range of activities which will further extend children's experiences and progress towards the early learning goals

The leadership and management of the early years provision

The manager is evaluative of the work of the playgroup and seeks improvement in many ways. Partnership with parents is good. A daily report is sent to parents, for example to give them a flavour of their child's activities and areas of development so that they feel fully involved. Similarly the most recent observation of their child at play linked to their individual learning plan is available for them to see and discuss. A variety of professional training courses have been completed, which add

to the knowledge and skills of staff. This enables them to continue to improve the good quality experiences available for children through which their learning and personal development is effectively encouraged. The setting, although small is well organised. Resources are easily accessible to the children and frequent opportunities to use the safe outside area gives them freedom to make choices about what they want to do and to follow their interests. Very good links with the school enable children to enjoy activities with the older children such as music and dance lessons. They have weekly opportunities to use the computer suite and these activities enhance the range of experiences which support their continued learning.

At all times the safety of the children is upper most in the minds of staff and every care is taken to ensure that the site is secure and that children's personal hygiene and well-being are promoted. Risk assessments and clear policies and procedures are in place to ensure children's safety.

The quality and standards of the early years provision

On entry to the setting a simple assessment of children's interests and skills is made. Activities are planned that will encourage children's further interest and curiosity. When the children arrive each morning a good range of resources are available which draw children's attention and promote their continuing exploration. They enjoy their tasks and show good levels of concentration in their play because the room is a stimulating environment. For example, cornflour and water had been set out for the children who were already aware that when added together a delightful mixture, 'Gloop', was made. Two of the girls immediately began to explore the effects of adding different amounts of water to flour. Staff acted purely as support even when more Gloop ended up in children's laps than in the containers. They give the children time to develop alternative strategies that help them succeed in their task. Children are encouraged to find solutions for themselves and to help one another. They are expected to help to clear up at the end of a session and to prepare the morning snacks. Personal hygiene is stressed when using the toilet, after playing in the sand or with paint and before preparing food. Children respond well to these expectations, make choices about what they want to eat and drink and confidently try new foods and fruit from the range of healthy options available. They are expected to contribute to daily events. Three of the boys happily washed all the diggers and vehicles they had used in the sand outside, for example. A strong focus is placed on recognising each other's wishes as well as their own and to share sensibly. Children understand the need to take turns. It is the child centred approach to planning all activities that leads the good provision for children's learning. Information about events such as Chinese New Year, broadens children's experiences. There is no regularly planned weekly focus for introducing children to new ideas to broaden their knowledge of the world and further enhance their language. Children's individual interests are recognised and used well to promote learning. Staff respond to children's desire to make necklaces. No opportunity is missed to introduce and explore mathematical concepts such as shape, size, pattern and colour. These planned opportunities to introduce children to new ideas support children's learning and development especially for those who are shortly to transfer to the primary school and promote well their 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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 made 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.