

Welton Pre-School

Inspection report for early years provision

Unique reference number 253559
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Inspector Lynne Blakelock

Setting address William Farr School, Lincoln Road, Welton, Lincoln,
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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

Welton Pre-School opened in 2009. It is housed in a self-contained portable building on the site of William Farr School in Welton, Lincolnshire. The setting incorporates a fully-enclosed outdoor play area with part safety surface, part grassed areas and some fixed-play equipment. The setting, which is a member of the Pre-School Learning Alliance, is open each weekday from 08.30 until 15.30 during school terms. It caters for children from the age of two years six months until their fifth birthday and they may attend for full or half days. The organisation is able to cater for children who speak English as an additional language and those who have learning difficulties and/or disabilities, although there are none on roll at present. It serves the local community and adjacent villages. three pre-schools, two primary schools and a children's centre. A lunch club operates each day, except Friday and provides hot lunches cooked at the William Farr School.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered for 20 children and there are currently 15 children on roll, including 12 children who are funded for early education. There is access for the disabled.

Of the three permanent staff who work with the children, two have the required relevant Early Years qualifications.

Overall effectiveness of the early years provision

Welton Pre-School provides children with a good start to their education. The good leadership and management ensure the setting successfully promotes inclusive practices and the good quality structured provision enables children to achieve well in a happy and safe learning environment. Children are safe and secure because most policies are in place which help to ensure their health and well-being. The improvements made since the last inspection and the present practice demonstrate the setting's good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop staff's understanding of the evaluation of pre-school practices
- ensure that all policies are in place.

The leadership and management of the early years provision

The good leadership and management of the setting manifests itself in well-structured provision for children and in appropriate and up-to-date policies, the vast majority of which are fully in place. This has been made possible by the formation of a new management committee which has freed the manager to

concentrate on day-to-day running of the pre-school. Other staff now have designated areas of responsibility, for which they are accountable. As with the grouping of children to ensure continuity of their care and learning, it is an area of improvement since the last inspection. The monthly observations of children's learning, and planning meetings, also show improvement from the last inspection, with staff sharing ideas for children's learning and information about their progress and achievements in formal meeting times. Already, good records of children's progress and achievements are in place which show the levels at which they are working. Excellent practice is evident when children also attend other settings, because Welton Pre-School offers to share the records of learning to ensure continuity.

The school's relationship with parents is excellent. Parents know that every child matters and is valued and included. They also appreciate the fact that it is a well-organised setting and that they are kept very regularly informed of their child's well-being and progress. Written two-way communication booklets between home and school provide both parties with information about the learning and events during each day. Everything is in place before children arrive, so that staff are ready to welcome children and their parents at the door, and enable a prompt start to learning.

A detailed staff-led audit of the setting ensures that they know where further improvements can be made. The manager has correctly identified that developing staff's understanding of self-evaluation procedures would be a means of moving further forward. All statutory safeguarding procedures are in place, including the necessary checks required for students who are placed at the setting as part of Foundation degree courses.

The quality and standards of the early years provision

Children make good progress in the pre-school because planning takes into account how they like to learn and offers interesting and relevant topics, such as learning about icicles. They enjoy learning, with some liking to wear outfits from the role play box, as they work and play. Children develop their basic skills well through a variety of activities that take into account their prior learning. A strength is the interlinking of different aspects of learning. For example, a display of fruit is used to encourage children to learn the names of colours and to understand textures as well as encouraging them to share their opinions about how the fruit tastes.

Children enjoy self-registering and are proud that they can recognise their names. It is a good example of how they develop their personal responsibility and independence. They like joining together for a formal start to the day because they are encouraged to share their thoughts. They learn new facts and also practise their speaking and listening skills. During this and several other parts of the session, children are developing positive relationships with their peers. They behave well and are caring and helpful towards each other. They are developing independence through the activities and interactions. Sometimes, children would benefit from staff reminding them more often of the purpose of activities.

The setting adds to children's knowledge and understanding of the world. Children celebrate Christmas, through a nativity play, using the facilities of William Farr School. This is designed to help them to develop a myriad of personal skills. They also regularly enjoy learning about the lifestyles of other cultures, such as the Chinese New Year celebrations. Their great enjoyment of pre-school is extended by visits from services such as the police.

The children's physical development is promoted well. Planning shows regular opportunities for them to, for example, practise balancing and control the movement of their arms and legs. The outdoor area provides ample space for them to take regular exercise and to use the range of vehicles and other equipment. The skills that children learn are recorded and staff are developing more thorough recording of next steps in learning.

The pre-school is a very safe place because of the considered and structured daily practices and procedures. Children know the importance of moving sensibly round the setting. They know what to do when there is a fire drill and how to cross the roads safely. Very occasional injuries, or occasions when the children are unwell are dealt with professionally because all staff have the necessary first aid training. Strict security arrangements mean that children are always supervised. They are not allowed to leave the setting until their parents or a known carer collects them. Policies, with the exception of a racial equality policy are in place.

Staff do all that they can to encourage healthy eating, as in the daily provision of fresh fruit and nutritious hot meals. They encourage children who bring a packed lunch to eat healthily by regularly reinforcing facts about foods that are good for us and which help to keep us healthy. Water is available at all times. The wide variety of daily experiences and the regular structured opportunities to develop their key skills and social skills, ensure children are prepared well for the next stage of their education.

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?	3
How well does the setting work in partnership with parents and others?	1
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?	1
How well are children helped to be healthy?	1
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 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 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.