

Wembury Pre-School

Inspection report for early years provision

Unique reference number	EY242951
Inspection date	26/02/2009
Inspector	Judith Goodchild

Setting address	Allsorts Building, Wembury Primary School, Knighton Road, Wembury, Plymouth, Devon, PL9 0EB
Telephone number	01752 863472
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).

Description of the setting

Wembury Pre-School has been registered since 2003 and is sited in purpose built premises within the grounds of the village primary school, with whom it has established links. Access and facilities are suitable for children with physical disabilities. An after school club and holiday play scheme also operate from the building under a separate registration. The group is open from 09:00 to 11:30 Monday to Friday, with further sessions on Tuesdays and Thursdays from 12:30 to 15:00 for children preparing to attend school. A lunch club from 11:30 to 12:30 is available on these days. The setting may care for a maximum of 26 children at any one time, currently there are 43 children in the Early Years Foundation Stage on roll. The setting is in receipt of funding for three and four year olds. Two children speak English as an additional language. Five part-time staff are employed by the voluntary committee to work with the children. Three members of staff hold an NVQ 3 qualification, and two hold NVQ 2 qualification. The group receives support from the Early Years Development Advisory Service and is a member of the Pre-School Learning Alliance. The pre-school is on the Early Years Register.

Overall effectiveness of the early years provision

Wembury Pre-School is a good, inclusive provision that successfully meets both the welfare and learning needs of children. Behaviour and social relationships are good and children are well cared for. Progress on the recommendation from the previous inspection has been good and the Early Years Foundation Stage Framework is well embedded in daily practice. Self-evaluation processes are rigorous and the capacity for continued improvement is good.

What steps need to be taken to improve provision further?

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

- continue to develop links with the primary school to extend the range of learning opportunities and challenge for children

The leadership and management of the early years provision

The pre-school is well led and managed and runs smoothly on a day-to-day basis ensuring that children are effectively safeguarded. Self-evaluation processes are rigorous and there is a shared commitment to improvement. Weekly meetings provide staff with the opportunity to share their experience of the week's activities and comment about children's progress. This feeds into the planning of activities process and the identification of appropriate and focused observations of children by staff to ensure children are progressing towards meeting their early learning goals. The language development of children who have English as an additional language is sensitively handled and effective.

There has been good improvement since the previous inspection and the introduction of the Early Years Foundation Stage Framework has helped the pre-school to successfully address the recommendation made. There are good and developing links with the primary school with use of facilities such as the play area for reception children and visits to the library. The further development of these links to extend the range of learning opportunities and challenge for children has been recognised by the pre-school as an area for development.

Links with parents/carers are excellent. A slide show of photographs of activities runs in the foyer when children are collected. They are given information on the theme of the week so they can prepare and support their child at home. Parents/carers are involved in the assessment of children's skills on entry to the pre-school. Through termly progress meetings, parents are increasingly involved in setting targets for the future learning and development of their child. A high priority is given to the welfare and safety of children and the relevant procedures to ensure these are in place.

The quality and standards of the early years provision

Children clearly enjoy the activities provided for them, whether it is playing outside on the range of equipment or choosing from planned learning and development opportunities based on the six early learning goals. They make good progress in their learning and development.

A high priority has been given to developing children's independence and confidence. For example, children are able to choose when they have their break and the type of healthy snack they eat and understand the need to play safely on the outside equipment. There is also a visual timetable so that children are aware of what activities come next throughout the session. They are encouraged to think about potential outcomes through 'sink and float' activities and there are many opportunities to develop their mark making skills as a precursor to writing. Each week there is a focus on developing children's information technology skills usually related to the theme of the week. Recently a French Week gave children the opportunity to learn a few words and parents supported this well by providing food for children to taste. Celebrations for Chinese New Year also gave children the opportunity to taste unusual foods and develop an awareness of different cultures.

Children make a positive contribution to the harmonious atmosphere in the pre-school. Relationships and behaviour are good and children play collaboratively together regardless of the difference in age. There is a quiet area for children to look at books which they greatly enjoy. The recent training on linking sounds and letters is helping children to develop their early reading skills. Children's awareness of number is supported through games such as matching shapes and counting ducks and recognising numbers.

Children learn and develop well because assessment systems are thorough and track the progress children make effectively from the time they start pre-school. Observations feed into the weekly planning and inform future focused observations or interventions to meet the needs of the individual child. The pre-school is aware

of the need to provide more challenge at times by extending activities so that children are helped to learn and develop to their full potential. Children greatly enjoy coming to the pre-school, particularly because their achievement is celebrated through 'sticker awards' and when children receive 10 they celebrate their success with their parents/carers by receiving a certificate to take home. Children are well-prepared for the move to full-time schooling.

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?	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?	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.