

West Dean Pre-School Nursery

Inspection report for early years provision

Unique reference number	113822
Inspection date	04/03/2009
Inspector	Deirdre Crutchley
Setting address	West Dean C of E Primary School, West Dean, Chichester, West Sussex, PO18 0RJ
Telephone number	01243 779553
Email	westdeanpsn@yahoo.co.uk
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

West Dean Pre-School Nursery opened in the current premises in 1999. It operates from a self-contained premises in the grounds of West Dean CE Primary School, Chichester and accommodation includes one large play area, toilet facilities, separate cloakroom area and an enclosed outside play area. The setting also has use of the playing fields, adventure playground and gym.

Links with the primary school are established. The main entrance is accessed by a ramp and there are double doors leading out to the garden area which is wide enough for wheel chair access. It serves the local and surrounding areas.

It is on the Early Years Register and a maximum of 19 children may attend the setting at any one time. The pre-school is open weekdays from 09:05 to 13:00 during the school term time only. Additional sessions are available from 13:00 to 14:30 Mondays and Wednesdays. There are currently 23 children aged from two years to five years on roll and funding is received for children aged three years and four years.

The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language, though there are currently no such children on roll.

Five staff work with the children. All have relevant qualifications. An additional voluntary member of staff is currently working towards a Children's Care Learning and Development Level 2 qualification.

Overall effectiveness of the early years provision

The quality of the provision is good. West Dean Pre-School provides a warm and inclusive setting where children are happy, confident and settled. Children are keen to be actively engaged in the choice of well organised activities and are supported effectively by staff ensuring that they make good progress in their learning and development. Staff are currently developing procedures to further enhance children's individual learning. Children are kept secure and safe and most expected written policies relating to welfare requirements are in place. Careful reflection ensures that plans for the future are well targeted to bring about further improvement so capacity for 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 the use of learning journals, assessment and planning procedures to support children's individual learning
- further enhance the outside area so that children can access all areas of learning independently and in any weather conditions

The leadership and management of the early years provision

The pre-school is well organised to ensure children's welfare and learning needs are met effectively. Staff work closely together to ensure the smooth running of the pre-school. They monitor the provision effectively and staff development is promoted well.

Staff are carefully vetted and all are appropriately qualified. Risk assessments are routinely carried out on areas children use, both indoors and outside.

Documentation for the safeguarding of children and the efficient management of the setting is in the process of being updated. Good emphasis is placed on security so that children do not leave the premises unaccompanied and staff are able to say what they would do in the event of a child in their care going missing.

The pre-school manager has good knowledge of the strong features and those in need of development in the pre-school because self-evaluation is good. Recommendations from the previous inspection have been met. Future improvements are targeted well.

Parents and carers are very supportive of the pre-school and are happy with the care given and information they receive about their child's welfare, learning and development. Parents have the opportunity to discuss any issues with their child's key worker on a daily basis. Children new to the pre-school settle in well because induction procedures are good in this caring and supportive pre-school. Parents are being encouraged to be involved in further supporting their child's learning and development by working in partnership with their child's key worker to complete their child's learning journal. The use of this journal is a new initiative and is having a good impact on children's individual learning and development.

There are good links with the primary school and the use of their playing fields and gym further promote children's physical development. Children's transition to the reception class is well planned for. Staff are proactive in developing links with outside agencies, as appropriate, and other providers to support children's progress.

The quality and standards of the early years provision

Children's learning and development is well supported at the pre-school with a wide range of activities and resources freely available to aid progress towards the early learning goals. Children benefit from both free play and focused activities in a planned and purposeful environment both indoors and outside. Children are very self-motivated and concentrate on self-chosen tasks well. The setting is particularly successful in making learning activities fun and enjoyment clearly motivates children very well in their learning. The outdoor area is well planned to enable children to enjoy and participate in physical and creative activities and to reinforce number and letter recognition. Children show a real exuberance for the freedom of these outside activities. A covered area and new storage is planned to enhance their experiences even more. Children are encouraged to be active, inquisitive

learners through the use of good questioning and challenge. Staff offer high levels of interaction with younger children as they play in focussed activities, talking about everyday things to develop their individual language skills, together with learning counting and colours. Staff know the children well and engage sensitively with them as they play.

Healthy eating is encouraged and a wide variety of fruit is offered at snack time. Children are able to explain that eating fruit is healthy and running keeps them fit. Staying healthy is also excellently encouraged through regular hygiene practices such as the 'washing hands' song. Children behave well and play independently or with others. They enjoy good relationships with adults in charge of them, listen carefully at circle time and are encouraged to make decisions and choices for themselves. Children have many opportunities to use the computer and make good progress in all areas of learning. They are helped to understand the wider world through focused activities related to the Chinese New Year and foods from around the world.

Detailed observations and the use of the new learning journal are having a very positive effect on individual children's learning. As a result, their progress towards the early learning goals is monitored appropriately with examples of photographic evidence and dated written records. High quality planning is provided across the six areas of learning because it uses information from the individual learning journals, to ensure that activities are challenging and that some focus on children's individual interests. For example, the role play area was changed into a gingerbread house as a result of children's ideas and interests. This then led to a range of planned activities related to the theme, which the children thoroughly enjoyed.

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?	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 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.