

Wrenbury Pre-School and Out of School Club

Inspection report for early years provision

Unique reference number	305453
Inspection date	16/03/2009
Inspector	John Dunne
Setting address	School House, Nantwich Road, Wrenbury, Nantwich, Cheshire, CW5 8EN
Telephone number	01270 780 368 ext 25
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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

Wrenbury Pre-school opened in 1975 and the Out of School Club in 2000 and both operate from three rooms and hallway, and an enclosed outside play area of the School House within the grounds of Wrenbury Primary School. The setting is registered to care for 24 children. There are 49 children from two to eight years on roll and this includes eight funded three-year-olds and two funded four-year-olds and currently there are no children with learning difficulties and/or disabilities, or who speak English as an additional language. It opens Monday to Friday each week, during term time and sessions for Pre-school are 09.00 to 11.30 and the Out of School Club from 08.00 to 08.50 and 15.30 to 18.00. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and employs two full time and four part time members of staff who work directly with the children. Three staff members have an early years qualification to NVQ/BTEC level 3 and five members are currently completing NVQ level 3 in playwork. They are members of the Pre-school Learning Alliance with regular support from the co-ordinator, and they have strong links with the school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. In this bright and welcoming setting, dedicated staff promote all aspects of children's welfare well. Children are safe and secure at all times and all enjoy their experiences. The quality of interaction between staff and children, and the rich and stimulating activities provided, are particular strengths and contribute significantly to ensuring that the needs of all children are met and as a result all make good progress. There is good capacity to improve because self-review by the manager and the team ensures that areas for improvement are identified and acted upon. Staff are beginning to develop assessments of children's progress towards the early learning goals and so plan for their next steps in learning but this is not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop more sharply focused assessment records, so that they can be used more effectively to identify the next steps for learning and build upon what children already know.

The leadership and management of the early years provision

The manager and staff team are very committed to improving the provision and work closely with the staff from the main school and others to improve learning opportunities. As a result, children's progress is improving because staff are growing in their understanding of the early learning goals and how to assess and record children's progress towards them. However, these assessments are not yet

fully effective to enable the planning of individual programmes for children's next steps in learning. Training needs of staff are identified and development opportunities planned accordingly. Staff are also encouraged to share their ideas as to what should be done to improve children's outcomes and their views are listened to and acted upon. Progress since the last inspection has been good, particularly in the improvements in outdoor provision, which is now good, and so there is a good capacity to maintain continuous improvement. Very secure safeguarding policies and procedures are in place and effectively implemented to ensure that the children are extremely well protected. For example, robust procedures for the recruitment and induction of staff are followed and there are very thorough daily safety checks for both inside and outside facilities. Other safety checks and procedures are extremely thorough and standards of hygiene are high. Parents and carers are appreciative of the quality of information they receive about children's progress informally, but managers have identified that formal meetings and social events will give parents and staff improved opportunities to share what they know about the children and they have plans in place to implement these.

The quality and standards of the early years provision

All children enjoy a happy time in this very caring nursery. Staff know the children very well and there is an effective key person system. Consequently, relationships between adults and children are excellent and this is evident in the self-confidence of the majority of youngsters. Staff plan a well balanced range of activities based around children's interests and choices, which effectively encourage both their independence and their ability to work well together – useful skills to promote their economic well-being. All staff are skilful in using questions and in using children's actions and responses to provide constant stimulation and this is making a good contribution to children's good learning development particularly in their number skills. For example, in a simple game based on dominoes cards, children understood the need to take turns and timely prompts from staff deepened their understanding of colour, animal names and number recognition. Simple tasks like lining up are exploited so everyone counts children going out to play. Children are taught and demonstrate correct hygiene in relation to food and toileting. They learn about safety in society through stories and role play and learn to value diversity through books and toys representing a wide range of cultures and disabilities. The provision of healthy snacks and opportunities for vigorous outdoor play encourages a healthy lifestyle. Outdoor provision is good and well used to promote learning. Flowers from bulbs planted by the children not only develop their knowledge and understanding of nature and seasons, but are also used for their creative development when they paint lovely pictures of flowers for their art gallery. In another room, children were seen developing the early stages of writing by making marks on their beautifully created Mother's day cards. Skilful questioning encourages children to develop communication and knowledge and understanding of the world for example, by speculating about what was about to happen as balls were rolled down tubes of different angles. The development of children's personal qualities is given a priority. Routines of lining up, tidying up and taking turns are well established and children are given responsibility. For example, they set out cutlery and utensils and take turns as fruit monitors for snack time, making a positive contribution to the community. Children's development is fairly

well recorded in their personal profiles, which provide accurate records and examples of their progress. However, the plans for the next stages of development are not clearly enough defined to promote their learning development as well as possible.

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?	1

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 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 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.