

Walter Powell Pre-School

Inspection report for early years provision

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Inspector Denise Franklin

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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

Walter Powell Pre-School operates from a mobile classroom within the grounds of the primary school, with access to an outside play facility. There are good links with the school and the children share the school's hall and playground for physical development activities. The pre-school takes children from two to five years, and is registered to accept funded three- and four-year-olds. There are currently 15 children attending the pre-school. It is open from 09.00 to 14.45 on Wednesdays and Thursdays and from 09.00 to 12.15 on Tuesdays and Fridays during termtime. The setting offers support for children identified with learning difficulties and/or disabilities and for those who speak English as an additional language. Two members of staff are employed, and one volunteer assists the group on a regular basis. Parents regularly help with sessions. The play leader has an appropriate early years qualification and the new member of staff is undertaking a level 3 qualification. The group is a member of the Pre-School Learning Alliance. Disabled access to the mobile classroom is appropriate via a ramp and to the outside area via the school playground. The setting is on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. As a result, all children make good progress and are achieving well. Adults know the children well and have built very strong relationships with them and their families so that the children's individual needs are fully met. The leader has worked very hard to improve the organisation within the classroom, which is now a stimulating and exciting learning environment for all the children. Staff development is a high priority and therefore the setting has good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- develop the outdoor area so that it is as exciting and inviting for children as the indoor environment

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all staff attend a training course to update their skills and knowledge for Child Protection arrangements (Safeguarding and welfare)

31/07/2009

The leadership and management of the early years provision

Adults work well together and have high expectations for all the children. They promote children's welfare effectively and ensure that the children consistently

make good progress in all areas of learning. The staff and committee have good strategies to monitor and evaluate practice. These include regular meetings to access planning, observations of practice and annual appraisals. The chair and leader have also started to use the self-evaluation form to support their practice. All these strategies are helping them to identify the strengths and areas for development. The setting has rightly judged itself good in most aspects of its provision. Most of the recommendations from the previous inspection have been addressed and are having a positive impact on the children's learning and development, particularly opportunities for children to be more creative and select their own materials. However, not all staff have attended a course to update their knowledge of child protection procedures during the last five years. Safeguarding procedures are satisfactory overall. Risk assessments are comprehensive and completed regularly.

The partnership with parents is good. Parents receive regular information about the setting through newsletters, information on notice boards and from curriculum information displayed around the room. They are fully involved in helping their children achieve their targets. A computer slide show helps parents to understand what their child has been doing and to see their child settled and happy at play. An attractive learning journey board enables parents and children to comment about the children's experiences in the setting. Photographs of the children and an explanation of the purpose of the activity provide parents with good information about the Early Years Foundation Stage framework.

The quality and standards of the early years provision

Children enjoy learning because the activities provided for them are interesting and relevant to their needs. The inside area is very attractive and effectively promotes the value of the written word. There are many labels and displays that celebrate children's communication and language skills. There is a good balance between activities led by an adult and those children choose for themselves. Planning follows a theme that enables children to make progress and achieve their targets and is suitably adapted to follow the interests of the children. For example, children are currently working on a topic called 'occupations and ways of life'. Visitors such as the butcher, florist and nurse are encouraged to share their experiences with the children and in turn children role play being a florist, demonstrating good language and communication skills. Children also visit the post office and local allotments, to see the vegetables growing, and have made burgers with the butcher. This effectively supports their knowledge and understanding of the local area. There are also good opportunities to develop awareness of the wider world through special celebrations such as St Patrick's Day and Chinese New Year.

Children thoroughly enjoy physical development sessions. They balance on the bench and climb on the apparatus. They show good awareness of space and can describe how they are going to move across the apparatus. However, opportunities to share the importance of exercise are sometimes missed. The children have access to an enclosed outdoor area for most of the year but this is underdeveloped and not as interesting an environment for the children as inside. Consequently,

children are not as keen to extend their learning outside and make choices whether to be inside or out all the year round.

Individual learning journeys provide good information for parents about their child's progress. The staff use observations well to track progress and use the statements from the Development Matters document effectively to identify each child's next step in his/her learning and development. This information is regularly shared with parents who feel that the learning journeys provide them with a good record of their child's time at pre-school. They particularly appreciate the photographs with comments.

Children's behaviour is exemplary. Staff promote expected behaviour very effectively and this is evident in Golden Rules displayed in the room. Snack time is a good social occasion when children sit with their key person and enjoy a healthy snack. For example, children enjoyed tasting Irish potato farls, cucumber, tomato and banana. A choice of water and milk is offered to the children and water is available at all times. They are developing well as independent learners because resources are easily accessible and children are confident to make choices. They are able to take turns and share equipment. Adults support development of information technology, communication and numeracy skills well and, as a result, children are well prepared for the future.

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?	3

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.