

Wilsden Pre-School

Inspection report for early years provision

Unique reference number	302008
Inspection date	19/05/2009
Inspector	Rachel Ayo
Setting address	Village Hall, Townfield, Wilsden, Bradford, West Yorkshire, BD15 0HT
Telephone number	01535 275534
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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 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

Wilsden Pre-School was registered in 1976 and is managed by a committee. The pre-school operates from one large room within Wilsden Village Hall in the Bradford district of west Yorkshire. The setting is open each weekday, term time only. On Monday, Tuesday and Thursday the setting opens for funded nursery education sessions only from 09.00 to 15.15, where a lunch club is provided and some children stay for the whole day. Funded nursery education sessions run again on Wednesday and Friday afternoon from 12.45 to 15.15. Sessions run on Wednesday and Friday mornings from 09.00 to 11.30 for the youngest children, some of whom also receive funding for nursery education. Children have access to a secure outdoor play area. The provision is accessible for those who may have a disability.

The setting is registered on the Early Years Register. A maximum of 26 children may attend the setting at any one time and there are currently 73 children aged from two years old to under five years old on roll. Children come from the local area and nearby villages. The setting currently supports a number of children with learning disabilities.

The pre-school employs eight staff members who work directly with the children, of whom, five hold an appropriate early years qualification and one staff member is currently working towards this. Volunteers also work at the pre-school. Teacher support is accessed through the Early Years Development Partnership and links with the local school and further support is gained from the Pre-School Learning Alliance. The setting has attained the Inclusion Quality Standard silver award and the I CAN level 1 award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Most aspects of welfare are promoted very successfully, although requirements for sharing particular information with parents are not fully met. There are excellent systems in place to ensure inclusion, including highly effective partnership working in the wider context. Children make very rapid progress in their learning and development because of a generally extensive range of extremely interesting, exciting and innovative play opportunities and meticulous planning, observation and assessment. This is exceptionally well matched for all children and in conjunction with superb partnerships. Children are kept safe and secure at all times and they develop high levels of self-esteem and confidence because of excellent relationships with staff. There are overall very good systems for self-evaluation and plans for the future are clearly targeted in order to secure further improvements.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to use equipment for climbing, scrambling, sliding and swinging.

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

- ensure that parents are fully provided with information about the setting's policies and procedures (Safeguarding and promoting children's welfare).

26/05/2009

The leadership and management of the early years provision

Generally detailed policies and procedures work effectively overall to promote positive outcomes. Clear leadership and excellent role modelling by management and good staff induction ensures staff work well as a team and they are fully informed about their roles and responsibilities. Children are cared for by knowledgeable staff and they are safeguarded because of thorough recruitment and vetting procedures and detailed risk assessments. Unauthorised persons are prevented from entering because of robust security including closed circuit television and staff are appropriately aware of child protection procedures. Varied meetings ensures reflective practice where areas for improvement are identified and acted upon. Entry and exit questionnaires and a suggestions and comments file actively involves parents in the evaluation process. Staff appraisals ensures continual personal development and external audits, awards and accreditation schemes have been very successful.

Overall, parents receive extensive information in order to make an informed choice about their children's care. For example, the new starter evening includes a power point presentation reflecting different aspects of the setting, such as the key person system and new framework, supported by photographs showing how staff put this into practice. Although certain policies are shared, such as via the prospectus, parents are not effectively informed about complaints, lost and uncollected procedures, which is a breach in legal requirements. Discussion with parents during the new starter morning and the completion of 'I can do' sheets enables staff to fully find out about each child. Parents' evenings, home link books, fund raising events, notice board and newsletters ensures effective ongoing communication and the involvement of parents. There are excellent arrangements for children's transition to school.

Exceptional consideration is given to inclusion. Staff have an excellent understanding and willingness to work in partnership with parents, other providers and external agencies or services to ensure a child gets the support needed and to challenge barriers to communication. For example, interpreters visit the family home and attend the new starter meetings to support families for whom English is an additional language. A skilled designated staff member liaises with staff to promote continuity, for example, when implementing care or education plans. She attends training and forums throughout the year to keep up to date with current and effective practice. All staff are trained in basic sign language and this is used

along with verbal communication with all children to ensure that those with a learning disability are not singled out and made to feel different.

The quality and standards of the early years provision

Children excitedly enter the setting, for example, to show staff a musical instrument they have made and develop high levels of independence in the exceptionally well organised environment. Although staff have to set up daily, due to the building being used for multiple purposes, the pre-school room is inspiring, stimulating, offers high levels of challenge and is highly accessible. Children make choices and are engrossed in the extensive range of activities, enhanced by artwork, the wide array of labelling, table top displays and innovative resources. For example, they readily water the mung bean and watercress dinosaur mountain created to enhance imaginative play and work cooperatively and with great enthusiasm to construct a crown, using a wide selection of collage materials and equipment. Staff are highly motivated and they fully support learning with their excellent questioning and first class interaction. Children develop excellent communication skills and learn to value and appreciate the different cultures and linguistic diversity of the group by exchanging greetings in different languages at registration time, such as Finnish, Polish and French. As part of the current music theme, children sit and listen to 'The ding dong bag' story in the library with anticipation at what happens next then excitedly make shakers. They competently access a wide range of computer programmes independently and alongside staff. They successfully select the letter to complete a word and readily ask the inspector to play a pairs game.

There is excellent access to outdoors and it is made interesting by enhancements, such as a sensory garden and large soil tray and children explore the muddy puddles with delight, splashing vigorously. Some good outdoor equipment is provided although children's access to more challenging equipment is limited. Topics along with staff modelling and encouraging good hygiene routines helps children to develop a good awareness of healthy practices. Road safety activities, explanations from staff about spillages, alongside the use of a safety cone and visitors to the setting, such as the police, effectively helps children to learn to keep themselves safe.

Staff use excellent methods to help children learn to respond to appropriate expectations for behaviour and develop high levels of self esteem, such as the tidy up song, 'wow' clap, which acknowledges achievements recorded by parents in the 'wow' box, sand timer and ginger bear's rules. There are interesting resources and labelling in the maths area and children measure how much rain has fallen in the garden and count the pieces of fruit they may have on the snack card. Children guess how many of them are present, talking about numbers being higher or lower and draw a zigzag as a result of a discussion about lightening. There are ample opportunities for children to be creative by exploring a vast range of media and materials. An excellent music area has been created with instruments, signs, photographs, for example, of traffic or a baby crying and questions, such as, 'What sounds do you think you might hear?'

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?	1
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?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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