

Shrublands Pre-School at Wroughton Infant School

Inspection report for early years provision

Unique reference number	EY389468
Inspection date	22/06/2009
Inspector	Susan Cox
Setting address	Wroughton County First School, Beccles Road, Gorleston, GREAT YARMOUTH, Norfolk, NR31 8AH
Telephone number	01493 663 470
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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

Shrublands Pre-School is registered to a private limited company. It operates from a room within Wroughton Infant School in Gorleston, Great Yarmouth. There are ramps to the doors and toilet facilities are available for people with a disability. There is easy access to the enclosed outside play area.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 57 children aged from three to under five on roll, some in part-time places. Children attending come from the local and surrounding areas. Opening times are Monday to Friday from 09.00 to 11.30 and 12.30 to 15.00 during school term times only. The pre-school is in receipt of government funding for early education. It currently supports a number of children with learning difficulties and/or disabilities and children with English as an additional language.

Five staff are employed and they all hold relevant early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting has a clear understanding of what it does well and areas for development. Children's welfare is generally well promoted. All children are valued as individuals with additional support being given when required. There is a positive relationship with parents and good links with the school most children will attend. Children make good progress in all areas of their learning and development.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop and use their home language in their play and learning
- treat mealtimes as an opportunity to promote children's social development.

The leadership and management of the early years provision

The qualified staff team works very effectively; they are organised and work freely to greet children and parents and give attention to those that need help to settle. Many parents express their pleasure with the group and say that they are well informed about what their children do and the progress they are making. Children who need additional support receive sensitive care agreed in partnership with their parents, and other professionals, to ensure they are fully included and their needs are met. As a result, they are happy, settled and take part in the full range of activities with their friends. Children who are learning English as an additional language make good progress. However, there are few opportunities for them to

use their home language in their play and learning and consequently for other children to learn more about the ways in which people communicate. Secure links with the school help children move smoothly into the education system.

The provision has a clear understanding of what it does well and has identified areas for further development. This includes consulting parents on their views to make sure the service is responsive to their needs. Staff show a commitment to training and use new information effectively in their work. For example, the planning system has recently been reviewed and a new format will be introduced in September to make sure this is tailored to each child. Risk assessments are conducted and relevant action taken to minimise risks to children on the premises and when on outings. Staff are mindful of children's safety, supervise them at all times and give clear guidance to minimise risks, for example, how to play carefully on the tyres and outside play equipment. Staff have a good understanding of child protection issues. Consequently, they understand the action to take if they have any concerns so that children may be appropriately protected.

The quality and standards of the early years provision

Children enjoy a range of snacks that promote healthy eating. For example, fresh and dried fruits, vegetables and bread sticks are served whilst a drink is poured for them. Sometimes snack time is rather late in the session, just before they go home for lunch. As a result, they lack opportunity to choose when they have their snack and to develop independence and social skills at this time. Children are often active and play in the fresh air which contributes to their good health. They frequently choose to play outside and as the area has a canopy they do this throughout the year and in most weather conditions. They dig in the sand, explore water, ride on wheeled toys and play imaginatively. Children enthusiastically run on the field, play ball games, develop skills as they use the climbing frame, explore the large tyres, excitedly play games with a parachute, take part in a sack race or join in a sponsored toddle. When they are tired they take a break in the book area until ready to return to play.

Children make good progress in all areas of their learning and development. They are happy, settled and eager to learn. They frequently help organise their own play and staff are on hand to support this and exploit learning opportunities as they arise. Observations are made and the key person makes up the child's learning story and contributes to planning what each child needs to learn next to make sure all receive appropriate support.

Most children chatter freely as they know staff will listen to what they say and value what they do. Staff ask clear questions to encourage them to talk, they repeat new words slowly for them to understand and follow guidance from speech therapists to help with the development of language and communication skills. Children listen intently to favourite stories and often contribute ideas. They sing songs, make music and enthusiastically explore Caribbean steel drums. Children become confident with simple work packages on the computer. For example, they count, sort and match items in a shopping activity following the clear guidance given by the staff that use much praise and encouragement to help them complete

the task in an enjoyable way. Children learn about the living world as they find out about tadpoles, go for a nature walk on the field and make a visit to a home to see fish in an aquarium. They learn about road safety from the 'lollipop' person and practise what they have learnt when they go for walks in the community. A range of festivals is celebrated to promote understanding of how people celebrate special events in a variety of ways. Children's behaviour is good. This is because staff are consistent in their expectations and use praise and encouragement to help children learn right from wrong in a supportive environment.

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?	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

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