

# Weaverham Forest Pre School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY315343
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Terry Bond
<b>Setting address</b>	Forest Street, Weaverham, Northwich, Cheshire, CW8 3EY
<b>Telephone number</b>	01606 852171
<b>Email</b>	
<b>Type of setting</b>	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).

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

Weaverham Forest Pre School has been registered since 2005. The pre school is based at Weaverham Forest Primary School in the village of Weaverham, Cheshire. The setting is managed by a group of trustees. A maximum of 24 children attend at any one time. Currently, there are 47 children on roll, of whom 37 receive nursery funding. The pre school is able to provide full day care, during term time only, on Monday to Wednesday from 09.15 to 14.45 and on Thursday and Friday from 09.15 to 11.45. There are two activity rooms and toilet facilities plus an enclosed outdoor area for physical play activities. The group also has access to school facilities, such as a kitchen area, hall and playing field. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is able to support children who speak English as an additional language and children who have learning difficulties and/or disabilities. The registered person is responsible for the day-to-day operation of the setting. There are five members of staff who all hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of provision is good. All children make good progress in their learning and development within a welcoming, secure environment. Indoors they experience a wide range of interesting learning opportunities but some outdoor activities, particularly those designed to provide them with greater challenge and stimulation, are more limited since the provision there is still in the process of development. The setting places a particular focus on children's personal, social and emotional development, and their communication, language and literacy skills. Through effective self-evaluation, the leadership has identified that other aspects are not quite as well developed and it is already addressing this, particularly in relation to children's mathematical skills. Excellent links with parents and outside agencies effectively help to support children's individual needs. The enthusiastic manager, appointed since the last inspection, shows an on-going commitment to improving the quality of service which the setting provides and there is good capacity to make further improvements.

## What steps need to be taken to improve provision further?

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

- develop the outdoor provision further, to provide a range of challenging activities for all children
- use the self-evaluation process, to highlight those areas of learning in the Early Years Foundation Stage which are in need of development.

## **The leadership and management of the early years provision**

The enthusiastic manager leads and manages the setting well, with a strong sense of purpose to bring about further improvement. Staff show an on-going commitment to developing their professional expertise through involvement in training related to the Early Years Foundation Stage. They fully understand their roles and responsibilities and work well together as a team. The key person system works well in practice and helps to meet the needs of individual children. Staff use effectively their daily observations and assessments of children when planning the next steps in individuals' learning.

The leadership maintains all the required documentation to ensure the smooth running of the setting. All staff undergo the appropriate vetting procedures to confirm their suitability to work with children. They carry out and record risk assessments on a daily basis, to help safeguard the children. For example, they carefully inspect all items of outdoor equipment prior to their use by the children. They follow rigorous safety procedures whenever the children move outside the setting, such as for a visit within the local community or to the swimming baths. Self-evaluation processes are developing well. These include a review of the existing outdoor provision and the balance of opportunities and activities across the six areas of learning in the Early Years Foundation Stage. An up-to-date information board, range of informative leaflets and informal meetings all help to maintain a very positive dialogue between staff and parents. This is enhanced by regular discussions with parents about their children, and written reports to inform them of their children's progress and development.

## **The quality and standards of the early years provision**

Children make good progress in their learning and development. They clearly enjoy their time at the setting and they readily engage in play. The attentive and supportive staff sit and share activities, such as art and craft, reading traditional fairy tales and music making, with the children, providing worthwhile experiences for them to develop their social and interpersonal skills. Staff's regular reviews of the opportunities for developing children's skills across the six areas of learning have led to the recent focus on developing children's mathematical skills. There is a good balance between adult-led activities and those that children choose for themselves. This helps to develop children's independent skills. For example, they use digital cameras to record their work and take photographs of one another. Children play together harmoniously in an atmosphere of mutual respect. Outdoor activities help children to develop their physical and independent skills. Due to restricted space, however, as recognised by the staff, the range and scope of activities is limited. All indoor and outdoor activities are well supervised and this reflects the high priority the setting gives to the welfare and safeguarding of the children.

The setting meets the children's health needs well. Children enjoy healthy snacks and have access to a regular supply of water. Staff make good use of the 'rolling snack' times, for example, by asking the children to describe the taste of the

particular type of fruit they are eating. Children develop good self-care skills, as they remember to wash their hands at appropriate times. When children are having lunch they do so in the school hall. Staff take these opportunities to encourage the children to bring healthy packed food. The use of the hall and other school facilities emphasises the strong links between the setting and the school, particularly the Reception Class. This, together with staff's good use of individual profiles and well-maintained records, helps to provide a smooth transition for the children when they move into the Reception Year.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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