

Wistanstow Under Fives

Inspection report for early years provision

Unique reference number	EY371368
Inspection date	19/05/2009
Inspector	Rachel Wyatt
Setting address	Wistanstow C of E Primary School, Wistanstow, CRAVEN ARMS, Shropshire, SY7 8DQ
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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).

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

Wistanstow Under Fives is a committee run group that was re-registered in 2008. It operates from a purpose built demountable building in the grounds of Wistanstow C of E Primary School, near Craven Arms, South Shropshire. The building is accessed via a level pathway to the entrance and there is an enclosed area available for outdoor play. The setting has a pet rabbit and guinea pig and use of a nearby allotment. The group opens Monday to Friday all the year round, apart from one week at Easter, two weeks in the summer and one week at Christmas. Sessions are from 08:00 until 17.15. Before and after school sessions are offered during term time and playschemes during the holidays. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged from two may attend the group at any one time. There are currently 27 children aged from two to under five years on roll.

The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Five adults work with the children and all have an appropriate early years qualifications. The setting receives support from the local authority. Funded early education is provided for three and four-year-olds. The group also manages a parent and toddler group which meets on a Tuesday morning in the nearby village hall.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The staff's excellent knowledge of each child ensures their learning and care needs are fully understood and successfully promoted. Children feel valued and included as there is a strong emphasis on child-centred learning, giving them meaningful opportunities to think creatively and to really develop their ideas. The learning environment is welcoming and vibrant and strong links with parents and the community enhance children's learning and care. Adults working in the setting and those responsible for managing the group are dedicated to ensuring the provision is of high quality. They have developed thorough systems for monitoring their procedures and practice, and enthusiastically implement ongoing developments and improvements, taking account of the views of the children and families who attend.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the safeguarding children policy by providing clearer guidance on procedures to be followed in the event of an allegation being made against a member of staff.

The leadership and management of the early years provision

The dedicated manager, staff and committee work very well together, providing strong leadership and management of the setting. They are passionate about ensuring children and their families access high quality early years provision. Since registration at new premises, the manager, staff and committee have thoroughly evaluated all aspects of the provision, taking into account the views of children and parents, and resulting in a clear vision for the ongoing development of the premises, outside area and resources. Through hard work and enthusiasm, priorities for improvement have successfully been addressed to create a vibrant environment where children thrive and their care and learning are very well supported by highly motivated, knowledgeable and caring adults.

Children are fully safeguarded. Robust recruitment, induction, staff training and development procedures ensure all adults involved in the setting are suitable and competently carry out their duties. The manager, staff and committee clearly understand their role to protect children from harm, and confidently work with parents and other agencies involved with children's welfare. Comprehensive safeguarding children guidance is available for adults to refer to, but the group's child protection procedures lack some details regarding the management of any allegation of abuse against a member of staff. Other aspects of children's welfare are successfully met because the setting obtains all required information about each child before they start. As a result staff know who has legal access to children and who may collect them; clear agreements are in place regarding each child's care, and their health, dietary or cultural needs are fully understood. Exemplary health and first aid arrangements reduce the risks of cross-infection and ensure children are well looked after if they have an accident, need medication or become unwell. Thorough safety measures, including regular checks and up to date risk assessments, ensure the premises are free from hazards and secure, and that outings are well organised.

Partnerships with parents and others are very successful. High quality information and well-managed settling in procedures, reassure parents and help them to understand how the group operates. Aspects of the Early Years Foundation Stage are explained to them and they have regular information about their children's activities. Parents are encouraged to contribute fully to their own child's learning and development, including regularly reviewing their progress with their key person. Children's care and education is enhanced because their parents' ideas and views are encouraged and acted on, and the smooth running of the group is very much supported by those who serve on the hardworking, enthusiastic committee. Children also benefit because of the strong connections with other agencies and settings involved in their welfare and/or early education. For example, children take part in rewarding shared activities with the adjacent school which aids their smooth transition into school.

The quality and standards of the early years provision

Children are eager to learn, purposeful and resourceful because their ideas, choices and interests are really valued and focussed on at every session. Children help themselves to many resources and staff are receptive to situations when they have additional toys or an adult's input in order to get the most out of an activity. The emphasis on child-centred play is carefully managed, to ensure children have a balanced curriculum covering all areas of learning and incorporating their individual learning priorities. Sessions therefore also include well thought out focus activities and during these, and children's free play, staff consistently consolidate and extend each child's knowledge and skills at their pace.

Children's very good progress is supported by robust assessment and planning and regular evaluation of the effectiveness of the educational programme. Each child's stage of development is clearly understood as a result of staff's regular observations and discussions with children and their parents. Children's progress is consistently monitored and reviewed so that staff know where children excel or where they need additional support. Key persons work with parents to identify each child's next steps and ensure these are reflected in weekly plans and followed through during activities. Staff regularly evaluate the effectiveness of activities, and confidently use their findings to inform future planning.

Children are successfully prepared for the next stage in their lives. They are articulate and numerate. They readily make decisions and work things out for themselves. Worthwhile opportunities for being creative and imaginative promote and extend many of their skills. For example, children really enjoy acting out real and imaginary scenarios, both indoors and outside. Through these experiences they work and play very well together; use a wide range of relevant and exciting resources in realistic contexts such as in hospital role play, and confidently plan, discuss and develop their ideas. Currently children are very interested in the role of fire fighters. Staff enthusiastically help them to engage in really meaningful sustained play, including turning the nursery office into an 'emergency scene'.

Children feel really valued, they concentrate and persevere and want to do well, because staff praise and acknowledge their efforts. Children also appreciate each other's achievements and work. For example, a child describes the model building he has made, whilst another child takes a photograph, creating a permanent record of his work to be shared with the children and parents. Children behave well, responding to adults' requests and showing care and respect for each other. Meaningful activities and resources promote their positive attitudes towards diversity, the wider world and their local community. For example, children have close links with the adjacent school and the village. They care for the environment, for example, by growing vegetables on their allotment and recycling rubbish. Children develop a very sound understanding of the importance of a healthy lifestyle. They competently manage their own personal hygiene in the child-friendly toilet area, make healthy choices about what they eat and drink, and relish being outside. Through their discussions and play children show they are very aware of safety matters. For example, staff seek children's views as they complete safety

checks; they competently and correctly use toys and equipment, and develop very good spatial awareness and appreciation of road safety rules.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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