

Whitchurch on Thames Pre-School Group

Inspection report for early years provision

Unique reference number	133701
Inspection date	05/06/2009
Inspector	Brian Evans
Setting address	Eastfield Lane, Whitchurch on Thames, Reading, Berkshire, RG8 7EJ
Telephone number	01189 844516
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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

Whitchurch on Thames Pre-School Group opened in 1962 and moved into self contained premises in April 1998. The pre-school is located in a modular building on the site of Whitchurch Primary School. It is situated in the village of Whitchurch On Thames in Oxfordshire. A maximum of 20 children may attend the setting at any one time. The pre-school is open each weekday from 09:00 to 15:15 Monday, Wednesday and Thursday, from 09:00 until 11:45 on Tuesday and 09:00 to 12:40 on Friday. The pre-school operates term time only. All children share access to a secure enclosed outdoor play area. There are currently 25 children on roll, all of whom receive funding for nursery education and are in the early years age group. Children come from the local area and the majority of children attend the Whitchurch Primary School. The pre-school supports a small number of children with specific learning difficulties. The pre-school employs four staff, of whom three have suitable childcare qualifications. In addition, the supervisor has successfully completed the Early Years Education degree (2.1) and one staff member is working towards a qualification. Whitchurch on Thames Pre-School is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting provides early years education within a safe environment. Children become confident and independent individuals and enjoy themselves enthusiastically and immerse themselves in high quality opportunities and so acquire a wide range of knowledge and skills. Particular strengths include its inclusive practice as, for example, the external support for children with Early Years learning difficulties and the excellent transition process for children moving on to primary education below.

What steps need to be taken to improve provision further?

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

- enhancing each child's profile so that evidence of the rapid progress they make is more effectively demonstrated

The leadership and management of the early years provision

The highly qualified manager gives outstanding leadership and consequently all staff have high aspirations for all children. A well-organised and excellent range of resources provide the catalyst for children to take the initiative, be creative and practise their skills. Their work is proudly displayed in an attractive environment indoors and out. The self-evaluation process includes and responds very effectively to the views of staff, parents and children. They contribute to a formal written set of priorities and review dates and are a valuable input into the staff development

programme. Since the last inspection children's foundation profiles are now monitored effectively to indicate next steps in children's learning and development. The main area for development currently is to enhance each child's profile so that evidence of the rapid progress they make is more effectively demonstrated. The needs of children with learning difficulties are met very well by involving external specialist early years support and parents are very appreciative of the way in which staff adapt activities and support these children. The partnership forged with the Reception Class on the same campus has been very successful in helping both staff work together and gain a deeper understanding of the requirements of the Early Years Foundation Stage practice.

Safeguarding arrangements are robust and procedures are rigorously carried through to ensure that no adult or visitor is allowed to be alone with a child unless they have undergone checks with regard to their suitability to work with children. Formal risk assessments are implemented appropriately. All staff have been trained in child protection issues and know the procedures to be taken. The setting has fully addressed the need since the last inspection for complaints procedures. There is excellent support for individual children's welfare and learning needs because of the imaginative leadership and management skills of the highly qualified supervisor and her staff. A rigorous self-evaluation procedure and a well-structured staff development programme underpin the setting's success. Partnership with parents and outside agencies is very strong. These factors help to underpin the setting's outstanding capacity to sustain improvement.

The quality and standards of the early years provision

Experienced and knowledgeable adults ensure there are a rich and varied range of activities which capture children's imagination. For example the vegetable garden is celebrated each year in photographs which look at each stage of the garden's growth. The delight with which children pick potatoes also has the added advantage of introducing a sense of awe and wonder at such an early age at how big they grow from such small beginnings. Staff are always reflecting on their practice and looking for new ideas. One example includes a weekly 35 minute French session led by a qualified French teacher. It is challenging and means that children make excellent progress in their knowledge, skills and understanding across all areas of learning. Children enthusiastically display their new found language to their parents and friends. In another weekly event a parent leads a music session which has had a very positive spin-off whereby children now use the new musical instrument during the week. The computer is used imaginatively to support children's interest and curiosity and results in an impressive record of photographs and videos taken by the children themselves.

The pre-school timetable is carefully planned to give a very good balance of indoor and outdoor activities. There is a very good mix of activities led by an adult or suggested by a child. Children enjoy and are well protected in their red rainwear when they play outside in the rain. The emphasis on developing children's personal, social and emotional skills enables children to play cooperatively with their friends. Brief written observations by staff are analysed regularly and next stages of learning identified. These targets are known by the key worker and by all

staff and are a significant factor in a child's rapid progress.

The setting's focus on welfare of the children is excellent. The five outcomes of children staying safe, being healthy, enjoying and achieving, making a positive contribution and looking toward their future economic well-being are a strong feature of the self-evaluation process. Examples include children's involvement in the 'Footsteps' programme for promoting road safety and trying food from different countries and using chopsticks to eat it. Parents are very appreciative of the ethos of the setting and their feedback includes comments such as 'Very happy parent' and 'Very happy child'.

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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