

Wray School Pre School

Inspection report for early years provision

Unique reference number EY385203
Inspection date 29/06/2009
Inspector Margaret Baines

Setting address Wray Institute, Main Street, Wray, Lancaster, LA2 8QG

Telephone number 07909797861
Email head@wray.lancsngfl.ac.uk
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

Wray School Pre-School originally opened in 1999 and has been re-registered since 2008. It operates from Wray Institute situated in the centre of Wray village. The provision consists of a large hall, a small room, toilets and kitchen area. The group serves children from the local area. The pre-school is managed by a management committee and led by a qualified supervisor with a staff group who in the majority are qualified to level 3 in child care. A maximum of 24 children aged from two to under five years may attend the provision at any one time. The pre school is registered on the Early Years register The pre-school is open on Mondays, Wednesdays and Fridays from 9.00 until 11.45. There are currently 22 children on roll of whom 11 children are in receipt of funded education. The setting receives support fro the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school provides a safe and secure environment for children, who are all treated as individuals and are supported most effectively by staff who are committed to the care and learning of the children.

Very good relationships with parents are fostered to ensure relevant information is obtained for the benefit of the children. All the required records, policies and procedures are in place to support the safe and efficient running of the setting. The pre-school is most inclusive recognising children's individual likes and dislikes. Self evaluation is developing but yet to be completed.

What steps need to be taken to improve provision further?

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

- develop self assessment to ensure that clear targets are identified and plans are formulated for future development
- review the recording of accidents to ensure confidentiality of information.

The leadership and management of the early years provision

Management and staff work well together to ensure children are happy, settled, stimulated and appropriately supported. Staff are familiar with the policies and procedures through clear induction and team meetings. Consequently, policies are implemented effectively to ensure regulations are met and children are safeguarded. All required records are in place, however the accident record at present does not ensure confidentiality of information. Children benefit from the qualified and enthusiastic staff whose deployment ensures appropriate ratios are maintained and the needs of children met. Management are proactive in sourcing further training for staff members, which benefits the children's learning and development in this setting. Self-evaluation is developing although there is not yet

a formal system in place. Improvement is a strong feature through further professional development and regular staff meetings which identify actions to be met. Parent's opinions and suggestions are most welcome as areas for improvement are considered.

Robust employment procedures ensure all staff working with the children are suitable to do so. Staff are clear about their roles and responsibilities and is developing their knowledge of the Early Years Foundation Stage to ensure the welfare of children and to provide a balanced curriculum. Staff meet together regularly to discuss the children's achievements and the next steps in their learning. Records are in place that clearly evidence the children's progression. The manager supports the staff effectively in all aspects of the setting. The staff team supported by a management committee are committed to continuous development to improve the care and learning of all children.

Partnerships with parents are outstanding. Parents are welcomed into the setting and may access their child's development record at any time. Parents receive regular newsletters, they have opportunities to meet with their child's key worker and are encouraged to be involved in their children's learning. Parents report they are very happy with the care and education that their children receive. They feel welcome in the pre school and can talk to staff and management freely. Parents join a rota to assist in the pre-school with extra duties such as sharing a particular interest. Today a parents assisted children to create delightful models.

The pre school has strong links with the village school ensuring transition to school is smooth and supports children effectively. Systems are in place ensure a fully inclusive approach to meeting the needs of all children. Children who may have a learning difficulty or those who speak English as an additional language are supported appropriately within this inclusive environment.

The quality and standards of the early years provision

The pre-school provides a bright, safe and stimulating environment where children can move around freely as they learn and develop. A very good range of resources are available to meet the developmental needs of the children who attend. Resources are easily accessible enabling children to make choices and initiate play. For example, they make 3D models, enjoy dressing up, draw, paint and construct. They also are competent in using scissors and tools as they make models and create their exciting artwork. Children are very interested in the activities provided and staff are competent in developing their skills to extend children's play and ideas. Staff are competent as they deliver the curriculum which ensures children enjoy all six areas of learning.

The environment is organised to ensure children can make choices as they enjoy the various areas of continuous provision. Free flow to the outdoors ensures children enjoy the curriculum as they play both indoors and in the small outdoor area. Children eat their snack in the outdoors today, taking turns to participate in the rolling snack, which is malt loaf and fruit. The menu is varied and healthy taking into consideration children's preferences and parental wishes. Drinks are

readily available for children to help themselves to at all times; staff of course assist the younger children with this task.

Children are learning to attend to their personal needs with help from staff. They also help to tidy the toys away. Consequently, children are developing their independence as they take responsibility, develop self-help skills and grow in confidence in their own abilities. The key person system is most effective in ensuring all children are included. Key groups meet together each day where children share ideas and news from home. Staff interact very well with children, taking time to get to know them and their families, and demonstrate friendly and caring relationships. Therefore, children are happy and settled within the pre-school.

Staff are most attentive to children when they are playing, and respond well, ensuring they answer the children's queries. Children are praised and encouraged throughout the sessions, as staff focus on their positive behaviour and recognise their efforts to help others. Children's behaviour is very good because staff are good role models encouraging children to share and be helpful and kind. Consequently, children know what is expected of them. Staff make use of the small outdoor play area, which children enjoy on a daily basis, reaping the benefits of daily opportunities to enjoy the fresh air. Children paint in the outdoors, enjoy the small world toys and the sand and water activities.

Comprehensive risk assessments are systematically completed, ensuring all safety measures are in place and effectively implemented. As a consequence children are safeguarded when attending this setting. Children are secure because staff are vigilant and ensure the premises are safe for their use at all times. Children learn to keep themselves safe. For example, they learn how to evacuate the building quickly and safely as they practise regular fire drills.

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?	3
How well does the setting work in partnership with parents and others?	1
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

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

