

# Wincheap Pre-School

Inspection report for early years provision

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**Unique reference number** EY392216  
**Inspection date** 06/10/2009  
**Inspector** Clare Stone

**Setting address** Wincheap Foundation Primary School, Hollowmede,  
CANTERBURY, Kent, CT1 3SD

**Telephone number** 01227 471233

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Wincheap Pre-School is an established setting which originally opened in 2007 and re-registered in 2009. It operates from two rooms in the grounds of Wincheap Primary School in Canterbury, Kent. There are effective partnerships with the foundation stage teacher in the primary school and the Children's Centre, which benefit the pre-school children. All children have access to a shared secure outdoor play area. It is accessible to people with disabilities and a suitable toilet is provided in a nearby building.

The setting is open five days a week, closing early on a Thursday at 12.20pm. The setting opens term time only. A maximum of 26 children in the early years age range may attend the setting at any one time. The total number of children on roll is 53, all of whom are in the early years age range. The pre-school cares for children with special educational needs and/or disabilities and those who speak English as an additional language. The manager and all of the staff are qualified. The setting receives support from the local authority. It is one of two settings run by the same provider. The provision is on the Early Years Register and on the compulsory part of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school is providing good quality care and education. Staff are experienced in working with young children and all hold relevant qualifications in the childcare field. The management team have been in place for a short while and have already made positive steps to improve their service for the children and parents who attend. The staff are committed to continuous improvement. However, it is not clear how they intend to achieve this. Staff meetings and parent questionnaires assist the manager in learning how to move the pre-school forward.

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

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

- ensure staff use question techniques that engage children's thoughts and extend their learning
- continue to use reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

The manager and staff are fully committed to ensure all children are secure and protected. They have a very good understanding of how to keep children safe. All

staff were able to recount what they would do if they had any concerns about a child in their care and the policies reflect this. The setting is secure, with the staff monitoring children's arrival and departure. This ensures children cannot leave the pre-school without an appropriate adult. Risk assessments are carried out daily and there is a rota to show staff what their role and responsibilities are throughout the day.

The staff meet every Thursday afternoon to communicate what their expectations are within the pre-school. They work together to help less experienced staff and plan how to support them. They target key issues and try to build on these areas. All staff are included in the planning to allow everyone's strengths to be utilised. They are strong in promoting equality and diversity. They monitor children's work and are able to identify achievement gaps and plan children's next steps at a pace that works for them. They have a good knowledge of the each child's backgrounds and needs, and plan an appropriate curriculum. The staff also work very hard to ensure that all children learn an understanding of differences in the community and how these help to enrich their environment.

Resources are good and fit for purpose. They are used well to achieve planned goals in learning and development. Staff check them regularly and discard any dangerous or faulty items. Staff keep a wish list of what resources they would like to buy to help extend children's play. There is a self-evaluation in place and the staff are aware this is a working document. They have a strong idea of how to move the pre-school forward and this is evident since the last inspection. All improvements since the last inspection have been positive and have a beneficial impact for all the children.

Partnerships with parents and outside settings are well established. Staff work hard to forge good relationships and this is reflected when talking to parents. Parents feel they receive good information about their child's care and education. The setting works closely with the school and Children's Centre. They have regular visits from the health visitor and support from the local authority. This promotes children's well-being.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from the caring and stimulating environment of the pre-school. There is a wide range of activities to support children working towards the early learning goals. The room is set out so children can access most of the resources and staff follow children's interests. There is a key person in place which enables the staff to plan a programme of activities that is suitable for the age and stage of development of each child. This helps to meet children's individual needs. Planning can be changed at anytime, allowing children to be creative and use their imagination. All children are included and staff try to learn other languages, make posters and provide newsletters to support the children with English as an additional language.

Children settle very well when they arrive. They can play inside and outside as the

door is always open to a fully enclosed garden. There are hills for children to run up and down and lots of planting and nature materials that help children explore and investigate their surroundings. Children are secure, developing a sense of belonging at pre-school. Children are given reminders not to run as they may fall and hurt themselves. This helps them understand how to take responsibility for their own safety within the pre-school and at home. Staff also use pictorial support to show children with special educational needs the timeline of the day and how to keep safe at pre-school. This can also be used to show younger children what is going to happen next. The staff feel it can help with the transition from home to pre-school.

Children are developing a good awareness of what a healthy lifestyle constitutes. They are encouraged to wash their hands, which is shown in picture form so all children can understand what is expected of them. They have fruit for their snack and can eat a school dinner or packed lunch. The school and the pre-school follow a very strict healthy eating policy. Children are able to plant vegetables and flowers in the garden and see how things grow. Staff ask children to help tidy up and be responsible for their coats and bags. This helps children to be independent and promote self-help skills. During tidy up time, children worked well independently as well as collaborating and co-operating with their peers.

Opportunities for children to use their imagination is encouraged continuously. They paint leaves in autumn colours, use real vegetables in the home corner and experiment with corn flour and water to see how it moves, feels and smells. The computer is easily accessible and children can use this on their own. They play games with numbers and counting. Children choose number games during free play and enjoy number rhymes and songs.

Children's development in communicating is developing well. They play alongside their friends very well and are learning to share and take turns. They are learning a good understanding of the wider world and the pre-school is teaching children the skills they need to secure future learning. Children are motivated and enjoy new challenges. Staff enjoy their work and it is evident through watching them with the children. All children behave really well and are learning the difference between right and wrong. Parents are involved with any behavioural issues ensuring continuity of care.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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