

Woodlands Pre-School

Inspection report for early years provision

Unique reference number

EY387036

Inspection date

23/06/2009

Inspector

Mark Anderson

Setting address

Ruishton C of E VC Primary School, Newlands Road,
Ruishton, TAUNTON, Somerset, TA3 5JZ

Telephone number

01823 444302

Email

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

The Woodlands Pre-School is run by a parents' committee and opened in 2009. The accommodation consists of a purpose-built building which includes a foyer/cloakroom, office, open-plan playroom and adjacent toilets. There is appropriate access for the disabled. The setting is situated in the grounds of Ruishton Primary School in the rural village of Ruishton on the outskirts of Taunton. The pre school is registered on the Early Years Register. A maximum of 18 children between the ages of two and five years may attend at any one time. A maximum of four children under three years of age may attend at any one time. There are currently 29 children on roll of which 20 receive nursery education funding. The setting is open on weekdays between 09.00 and 15.00 during term time only. The setting operates an after school club which is open between 15.00 and 18.00 during term time. All children share access to a secure enclosed outdoor play area. The pre school employs five members of staff of whom two hold foundation degrees and one has appropriate childcare qualifications. The setting is able to provide support for children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The quality of the provision is good and it has made rapid strides since its relocation in 2009. The setting is run by a very involved and active committee of parents. The staff are committed to ensuring the inclusion, welfare and safety of all the children and positive relationships underpin all that takes place. The purpose built accommodation is very well resourced and the outdoor play area is being redeveloped and landscaped this summer. All aspects of the Every Child Matters agenda and Early Years Foundation Stage framework are catered for. The pre school has formed an effective partnership with parents and is well regarded. There is clear potential for continued improvement.

What steps need to be taken to improve provision further?

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

- continue to establish links with the local community and other childcare settings
- develop the consistency of staff practice and continue to embed daily routines and procedures
- increase the regularity of visitors to the setting and the frequency of offsite trips in order to extend the children's learning further

The leadership and management of the early years provision

The leadership and management of the pre school are good. The parents' committee is very pro-active in all aspects of management and ensures that all spheres of the provision are carefully monitored and is responsible for finance, maintenance, staff appraisal and cover for staff absence. The setting has developed strong relationships with parents who are pleased with the care and support their children receive. Parents are encouraged to settle their child at the start of the day and receive regular reports on their child's progress. The pre school organises regular events to involve parents which have recently included a Teddy Bears' Picnic, Charity Obstacle Race and an Easter Egg Hunt.

Children are happy and settled and are effectively safeguarded with appropriate policies and procedures in place. Children's arrival and departure times are individually recorded. Induction procedures are thorough and prospective parents are provided with detailed information and are encouraged to provide useful background information on their child by completing the 'All about me' booklet.

Self-evaluation is sound and the staff have a very clear, measured picture of the children's abilities and progress in all of the areas of learning. They have implemented the requirements of the Early Years Foundation Stage framework effectively and the recording and observation of children's development is carefully logged and assessed. The senior staff are very well qualified and all but one hold the appropriate first aid qualification. The staff have responded well to the high expectations attached to the opening of a new facility and are committed to working towards continuous improvement.

All statutory documentation is in place and is reviewed regularly. All required logs are kept up to date and are completed fully and accurately. There are strong links with the primary school and transition is smooth. By arrangement, the pre school has access to the school fields, hall and library. Twice a week, the children benefit from most enjoyable music sessions given by the school's music specialist. There are plans in place to hold joint activities with the reception class. Links with other settings and the local community are less well developed.

Although the supervisor has only been in post for less than a month, there is already an established team approach. Staff recognise that daily routines and procedures are not carried out consistently. However, they support each other in making improvements and the key person system is wholly integrated into the setting's assessment and recording procedures and is well understood by parents.

The quality and standards of the early years provision

Children who attend the pre school are happy and clearly feel at ease. They enjoy learning and achieve well. The indoor accommodation and range of resources provide excellent opportunities for the children to progress in all the six areas of learning. This will be further enhanced through the development and landscaping of the outdoor play area to be completed in the near future.

The concept of 'free flow' has been effectively implemented and there is a strong emphasis on developing the children's independence. This is exemplified by way in which they have been encouraged to make their own rules which will lead to them becoming good citizens of the future.

The standard of behaviour is good and the children are taught to take turns and be aware of others' needs. This was particularly noticeable during morning snack time when staff and children sat together chatting animatedly and patiently awaited their chosen food and drink. There was a clear emphasis on learning how to behave appropriately in social situations.

The day-to-day organisation is well thought out to allow the best use of the room. There are a variety of colourful displays around the room which contain a great deal of children's work as well as photographs depicting the many activities enjoyed by the children.

The children's learning experience is greatly enhanced by 'Woody Wednesdays' when they attend Forest School for one day a week. These days are organised by a senior member of staff who is a qualified Forest School Leader. They have their eyes opened to the world around them and learn a wide variety of practical skills, including the use of tools, den building and mark making in the outdoors. The children are encouraged to find out more about the natural world by exploring the great outdoors and may well become the 'Bear Grylls' of the future! However, at present, there are not enough visitors to the pre school or offsite trips to broaden the children's learning.

The daily routine contains a good balance of practical, creative and imaginative games and activities which see the children learning without realising it. The staff are enthusiastic play partners and strong role models. During the inspection, children were observed to be completely engrossed in an imaginary role play game seemingly based on Cinderella. This was contrasted by a group who were completely focused on attempting to launch a ball to the greatest height possible and then expecting an inspector to catch it!

The pre school has demonstrated that it can provide a good overall standard of care and support but there is much potential waiting to be realised.

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?	2
How well does the setting work in partnership with parents and others?	2
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

