

# Wolvey C.E. Primary School

Inspection report for early years provision

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EY390799

**Inspection date**

05/10/2009

**Inspector**

Hazel Christine White

**Setting address**

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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).

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## Description of the setting

Wolvey Pre-School re-registered under the management of Wolvey Primary School in 2009. It is situated in the village of Wolvey in Warwickshire and operates from a self-contained unit within the school grounds. It has links with the EYFS provision in the primary school. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00am to 11.30am with an optional lunch club until 12.55pm. The premises are easily accessible via a step or ramp. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and there are currently 15 children on roll, all of whom are within the early years age range. Three staff work directly with the children. The manager has an early years teaching qualification and the other two members of child care staff hold appropriate early years qualifications. Teaching assistants from the school provide cover as and when necessary. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's safety and welfare is suitably promoted through appropriate policies and procedures. Staff have a secure knowledge of each child's needs and engage with all children to ensure they feel happy and settled. Children are making steady progress in their learning and development, although systems for using children's assessments to plan for their future learning are not fully in place. There are strong partnerships with parents, local settings delivering the Early Years Foundation Stage (EYFS) and other agencies, which ensure continuity of care. Strategies for evaluating practice are in the early stages of development. All required documentation is in place although amendments are required to ensure that the welfare requirements are fully met.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current  
paediatric first aid certificate is on the premises at all  
times when children are present 05/01/2010
- notify Ofsted of any change to the person managing  
the early years provision. 15/10/2009

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

- develop the use of observations and assessments in order to identify the next steps in individual children's learning

- improve the system for requesting written permission from parents for seeking emergency medical advice or treatment to ensure that this is in place for all children
- make sure that drinking water is available at all times
- develop further procedures to evaluate the provision in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Staff have a sound knowledge and understanding of their responsibility in relation to safeguarding and child protection, and are fully aware of the procedures to follow should a concern arise about a child. A risk assessment has been conducted and daily visual checks ensure that children can play safely indoors and outside. The provider has a recruitment procedure in place, for example, all staff are interviewed and provide proof of their identity, qualification and past employment history. However, the provider has committed an offence by failing to notify us of a change of person who is managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. On-going suitability of staff is monitored through an appraisal system, whilst regular staff meetings are held to ensure that they have ongoing opportunities to discuss their practice, views and ideas. The staff work well as a team and are deployed effectively to ensure that ratios are appropriately maintained.

Strong partnerships with parents and carers exist as staff encourage a two-way exchange of information through daily discussions, written documentation and newsletters. Regular meetings are held to enable parents to discuss their children's progress. There is a range of written policies and procedures outlining the service offered, which are made available for parents and staff to view. Children's records are mainly up-to-date, although parents of a few children have not given their written permission for staff to obtain emergency treatment or advice if necessary. This compromises children's safety in an emergency. Parents speak highly of the staff and welcome the support they receive which has included accompanying some on visits to other settings and health appointments. There are close partnership other EYFS providers and outside agencies to ensure consistency of care. Many of the children will attend the school and they are familiar with the layout of the building because they use various classrooms throughout the week. The manager liaises with the schools early years co-ordinator to plan a well balanced curriculum for all children. This good practice ensures a smooth transition into reception class.

The management is in the early stages of reflecting on their practice. Although the views from parents and staff are welcomed, this feedback is not always used to full effect to inform the pre-schools self evaluation. This means that priorities for improvement are not always accurately identified. The manager has highlighted a few areas for development, for example, increasing resources and improving the outdoor area. Staff receive support from the local authority Early Years Advisors

and work closely with the Special Educational Needs Co-ordinator to ensure the children's welfare is effectively promoted and practice is fully inclusive. The pre-school actively promotes equality of opportunity, serving a diverse community. Children are valued and their individuality respected. They have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

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

Children enter the pre-school enthusiastically, greeting each other and staff with a smile and quickly settling into their chosen activities. They are provided with good levels of support enabling them to participate in all activities. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and there are plans to refresh their training. Children's files contain examples of activities they have undertaken and observations of their play. However, this information is not yet fully used to identify the next steps in individual children's learning. The manager is seeking to improve children's progress records and is currently looking at ways to achieve this. Staff appropriately use open-ended questioning techniques to encourage children to communicate and problem solve.

Children a wide varied range of age appropriate toys and resources which help them to make steady progress in their learning and development. They access resources independently and those that are placed out of reach can be requested. Staff build good relationships and get to know individual children well, which helps ensure children feel secure and confident. Staff provide a welcoming and stimulating environment which reflects the children's background and the wider community. Children for whom English is an additional language are supported well and children learn about themselves and the wider community through everyday play, discussions and a range of planned activities. Resources throughout the nursery show positive images of diversity and children explore a range of religious and cultural festivals through stories and creative activities.

A comprehensive policy is in place regarding the care of children with special educational needs and/or disabilities which details how the service will be provided. The good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met. Children behave well and their good behaviour is promptly rewarded with smiles and praise. As a result children demonstrate high levels of self-esteem, independence and confidence. They happily take turns and share popular toys and resources, such as the computer. Children are keen to join in the activities, particularly the creative play. For example, when using play dough children mould shapes using their hands, rolling pins and cutters. Painting easels are constantly in use. Children take great pleasure in ensuring that every piece of the paper is covered with their favourite coloured paint.

Language skills are developing well as children confidently talk and listen to each other and adults. Story time extends their vocabulary as the story teller introduces new words such as 'hibernation'. They enjoy using their imagination in role play

when they take on the roles of adults, for example, making the dinner and feeding their babies. Children benefit from free-flow play which enables them to make their own decision as to whether or not they go outside to enjoy physical play or stay indoors to complete an activity. They skilfully ride wheeled toys and climb equipment with confidence.

Children are developing an awareness of their own safety as they move around with care. Staff ensure fire equipment is regularly checked and that children participate in fire drills so they are familiar with what to do. Children are gently reminded about safety issues whilst playing. For example, picking toys up that have fallen onto the floor because they are a tripping hazard and sitting down when they use scissors. Children engage in suitable routines for personal hygiene and learn that they must wash their hands before eating and after toileting. Staff respond appropriately if a child becomes ill or has a minor accident. Children have few accidents and the first aid box is sufficiently stocked and readily available when needed. However, only one member of staff has a current first aid certificate and she is not on the present at all times when children are present. This means that children's safety is compromised in the event of a serious accident.

Children are developing an awareness of healthy eating through topic work and food tasting activities. They are provided with a snack and drink midway through the session; however drinking water is not readily available to ensure that children remain hydrated. The lunch club is optional and any children that attend are provided with packed lunches that their parents have prepared. Mealtimes are relaxed social occasions when children and staff sit together to enjoy their food and each others company.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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