

Smart Start Wistow Community Pre-School

Inspection report for early years provision

Unique reference number	400317
Inspection date	15/09/2009
Inspector	Christine Snowdon
Setting address	Wistow Jubilee Hall, Jubilee Road, Wistow, Selby, North Yorkshire, YO8 3YP
Telephone number	07973 918517
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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*.

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Description of the setting

Smart Start Wistow Community Pre-School was registered in October 1992. The provision is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The provision operates from the Jubilee Hall in the village of Wistow on the outskirts of Selby. The provision serves families from the local community and surrounding areas.

The pre-school is registered on the Early Years Register to care for a maximum of 24 children aged between two and five years. There are currently 22 children on roll. The pre-school is open during term time only from Monday to Friday. Times of opening are 9.15am to 11.45am followed by a lunch club from 11.45am to 12.45pm. Afternoon sessions are provided on Monday, Wednesday and Friday from 12.45pm to 3.15pm. The setting has use of a large playroom plus an additional side room, a kitchen area and toilets. There is a large enclosed outdoor play area.

There are four members of staff who work directly with the children, two of whom hold appropriate childcare qualifications. All staff are currently involved in additional training to increase their levels of qualification. The setting receives support from the local authority and is registered to provide funded nursery education to those children of eligible age.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a warm and welcoming environment where children thoroughly enjoy their time there and make good progress in all aspects of their learning and development. The dedicated staff team are committed to their own professional development and are highly motivated in their endeavours to make continuous improvements in the facilities and outcomes for children. Effective working relationships with parents and the local school are already established and this ensures continuity of care for all children. The safety and welfare of children is given high priority in the setting and most of the required documentation is in place to support this.

What steps need to be taken to improve provision further?

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

- ensure a record of risk assessment is in place which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation)

29/09/2009

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

- continue to extend the strategies used for self-assessment and reflective practice to identify strengths and priorities for ongoing development that will improve the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the robust policies and procedures in place. All staff and relevant adults are vetted and checked to ensure their overall suitability for working with children. Staff fully understand their responsibilities to safeguard children's welfare and all documentation necessary for the safe management of the provision is well-organised and kept up to date. For example, children's personal details are securely filed, and accidents are discussed with the parents and recorded on their child's individual sheet to ensure confidentiality. There are excellent security measures in place to ensure no one enters the building uninvited. For example, the door buzzer alerts staff and they are able to see who is requesting access on the close circuit television screen before allowing admittance. Staff are vigilant and ensure all areas and resources used by the children are very clean and safe. However, whilst there is a system in place to record risk assessments it is not kept up-to-date or sufficiently detailed. Therefore this regulation is not fully met as this weakness impacts on the overall effectiveness.

The staff work effectively together as a team and are motivated and enthusiastic in their approach. For example, they arrive early every morning to transform the large sports hall into a welcoming, and child-orientated environment with an exciting range of inclusive learning opportunities for all children. The recent committee changes has resulted in a much more cohesive and supportive relationship with the staff. As a result, together they are prioritising the key improvements as set out in their own action plan. The setting strives to assess and improve their own practice in various ways. For example, through staff training and visits to other settings. They have recently started to use the Ofsted self-evaluation form as a way of monitoring their provision and ensure continual improvement. In addition, the recommendations raised at the last inspection have been addressed and implemented.

Good working relationships with the parents and carers are already established. They receive detailed information through the many notices and newsletters, with the settings policies and procedures easily accessible at all sessions. The effective two-way flow of information between staff and parents ensures their children's continually changing needs are met. At the inspection, parents report their utmost satisfaction in the quality of care and learning their children receive. They praise the staff for their calm and caring approach which helps new starters to settle quickly and easily into the setting. The pre-school actively promotes equality of opportunity and all children and families are valued and welcomed into the setting. Positive images, welcome posters, photographs and resources give all children and families a sense of belonging.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key worker system to support children so that they achieve good outcomes and make clear progress towards the early learning goals. The commitment from staff to provide an extensive range of resources and activities both indoors and outside ensures children have an exciting and effective learning environment. This is a key strength of the setting and ensures that children's individual interests and ideas are fully promoted and extended. Children's requests for favourite resources are always acted upon wherever possible. For example, towards the end of a session children ask for a large tub to use as a boat in their role play. Staff record this on the wipe board and it is there for the start of their next session. Children's learning journeys are a good record of their progress and development and include information from parents which reflect their starting points on entry to the setting. Spontaneous and planned observations along with photographs and examples of children's work are used well to record their progress and plan for the next steps in their development. Children as well as parents enjoy looking at and adding to their learning journeys. For example, children excitedly tell the inspector they are 'putting their writing in, as it is where they put all their good work'.

Children have a trusting and close relationship with the staff. They have a real sense of belonging and are warmly welcomed into the provision. Children are very confident, settled and motivated. For example, on arrival they select their own name card and attach it to their photograph before writing their name on the registration sheet. Older and more able children write confidently with well-formed letters and sound out the phonics of their name. This is effectively encouraged through the provision of mark making resources in all areas of play. In addition children make connections through the extensive labelling of letters and numbers throughout the setting. They are developing a good understanding of mathematical concepts as they count items, match and sequence numbers and set timers to take turns with the computer. Creative play is very popular with the children who develop their own ideas and imagination through free choice and self-selection. For example, children select a small bottle from the recycling box, they add some small stones and make it into a shaker. Children develop a real sense of achievement as staff praise their efforts and suggest they use them along with the musical bells at circle time. Free-flow play to the outdoor area is effectively and safely managed through the use of walkie-talkies. Children make good use of the many opportunities to be active and improve their skills of co-ordination, control, manipulation and movement. They thoroughly enjoy ride on toys, balancing, climbing in and out of tyres and using the hula-hoops. Children learn about nature and their local environment as staff explain to the children that they need to come indoors due to the tractor spraying the crops in the nearby field.

Children make independent choices as to when to have their snack. They are encouraged to be healthy and are provided with a lovely selection of fresh fruit. They chop it themselves and pour their own drinks with developing skill and

control. Children follow good hygiene routines and tell the inspector that they are washing their hands to make them clean before they eat their food. Children are developing an understanding of keeping themselves safe whilst practising the fire drills and through staff's sensitive reminders about safe play. Children's behaviour is very good indeed and they know the routines and the expectations of the staff. As a result, there is a happy, relaxed and harmonious atmosphere throughout the setting.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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