

Welbourn Pre-School

Inspection report for early years provision

Unique reference number

EY391663

Inspection date

22/09/2009

Inspector

Gill Ogden

Setting address

Welbourn Primary School, High Street, Welbourn,
LINCOLN, LN5 0NH

Telephone number

07790 928548

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Welbourn Pre-school was registered in 2009 to operate from Welbourn Church of England Primary School, Welbourn, Lincolnshire but has been running for over 20 years in the village. It is managed by a volunteer committee. The pre-school uses a small classroom in the school, which has an adjacent kitchen, as well as the school hall, playground, field and toilets. Sessions run from 9.30am until 12 noon on Tuesdays, Wednesdays and Fridays during school term time only. Children attend for a variety of sessions.

The pre-school is registered to care for a maximum of 12 children at any one time on the Early Years Register. It also receives funding to provide free early education for children aged three and four. There are currently nine children on roll. All three core staff hold relevant early years qualifications. The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Welbourn Pre-school provides a secure, cosy and stimulating environment for children. All the staff know each child and their family well and as a result are able to ensure that their welfare and learning needs are met effectively. Every child is supported to feel safe and to make good progress towards the early learning goals as required by the Early Years Foundation Stage. Parents are fully involved in every aspect of their children's experiences. Children's continuity of care and learning is maintained well through established links with agencies and other providers who are involved with them such as health visitors and other pre-schools. Staff are reflective practitioners and there is now a systematic approach to ongoing evaluation of the provision to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- make better use of observations to identify each child's next steps and set fully appropriate challenges for them
- develop the outdoor learning environment to fully promote all the areas of learning.

The effectiveness of leadership and management of the early years provision

The staff and committee work closely together in the best interests of every child. All the required records are maintained well and policies and procedures are reviewed regularly to ensure they continue to reflect the group's practice and current legislation. The policy and procedures to ensure children are safeguarded

are especially clear and risk assessments of the environments children use are carried out regularly and records kept. The group is vigilant in ensuring that all adults who are involved with the children are thoroughly vetted. All this provides a robust framework to support effective care.

The manager is a driving force behind the group and the small staff team work very well together, constantly reflecting on their practice with the children and trying out ideas to find out what works best for individual children and the group as a whole. They are all keen to attend training to improve their practice and are supported to take up at least four days training each year. All staff have been trained in inclusive practice to ensure that every child's needs are met effectively. A clear development plan has been drawn up with key areas for improvement identified and all the recommendations made at the last inspection have been addressed well to improve the learning outcomes for children.

Parents have every opportunity to be fully involved in the group's management and their children's experiences. They receive good written information when their child first starts to attend and are welcomed to spend time in the group until their child is settled. Staff always have time to speak to parents and ensure that they are kept fully up to date about their child. In addition there is a more formal opportunity for them to speak to their child's key person and look at their child's progress records every six to eight weeks. There is a history of staff working effectively with others who are involved with each child, including work with speech therapists, social workers, health visitors and other pre-school providers to ensure continuity of care and learning. Positive transition to school is especially well established.

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

Children enjoy a well-resourced and cosy classroom as well as regular access to the outdoors for fresh air and exercise. However, the outdoor play space does not yet fully enable children who learn better there to experience all the areas of learning. Children are all supported to feel at home through good settling in procedures and by receiving close individual attention. The indoor space is set out so that children can easily see what is available and help themselves. Staff check out with them what they want to play with when they arrive and help them to set out scenarios using, for example, dinosaurs, or direct them to where they can find things. Regular routines such as hand washing after using the toilet and before eating are established well. Children often help themselves to a drink of water soon after they arrive as well as when they have been involved in physical activity and they try hard to pour drinks out for themselves. They enjoy a sociable snack time where they make choices about what they want to drink and eat and chat to each other and staff about such things as what they are doing at home. They respond well to the boundaries that are set for them regarding their safety and behaviour as a result of staff being consistent in their approach and explaining things to them calmly. They show that they are beginning to consider others as well as themselves when they help staff to tidy away and play together with a fishing game.

Clear plans are in place to support children's learning. Staff observe each child regularly and use these observations to assess each child's progress towards the early learning goals. However, these observations are not yet being used as well as they might be to fully identify children's next key steps and to provide fully appropriate challenges for them to help them make as rapid progress as possible. Daily key activities ensure that all aspects of the areas of learning are covered and staff evaluate these activities well to ensure they have met their intended purpose and whether they are worth repeating. Children have good opportunities to consolidate their understanding and express their creativity through the continuous provision of a role play area and an art and craft table. Children soon recognise their names through finding their name card at registration and snack time. They develop their language and speech through, for example, joining in with rhymes and they have plenty of pens and pencils set out for them to use at any time to mark make. The use of a recipe for baking activities helps children understand why they need to learn how to read. The development of mathematical skills is promoted well through, for example, helping children to estimate amounts as they play with Compare Bears and pile them up according to their colours. Children relish playing with technological toys such as metal detectors and torches and they can use the computer at every session. All in all, children are supported well to develop skills they will need in the future and to develop habits to become good learners.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

