

Woodmancote Pre-School Group

Inspection report for early years provision

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Inspector	Rachel Wyatt

Setting address	Woodmancote New Village Hall, Bushcombe Close, Woodmancote, Cheltenham, Gloucestershire, GL52 9HX
Telephone number	07866 124459
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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

Woodmancote Pre-school Group originally opened in 1968 and registered in 1994. It is managed by a committee and meets in the village hall in Woodmancote, near Cheltenham, Gloucestershire. Children have access to an enclosed outdoor play area, and also use the village playing fields and play park. Children are taken on local nature walks and outings. The pre-school is open during school term times each weekday. Sessions are from 9.30am until 1.00pm on Monday, 9.30am until 12.30pm from Tuesday to Thursday, and on a Friday from 9.30am until 12.00pm and 12.30pm until 3.00pm. The Tuesday session is held in the small hall for a smaller group of children.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 50 children aged from two to under five years on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff who work with the children. One member of staff is a qualified early years teacher, and four members of staff have a Level 3 qualification. The group also employs a financial administrator. The pre-school is a member of the Gloucestershire Playgroup and Toddler Association (PATA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are nurtured and thrive. Effective procedures, including a strong partnership with parents, means that everyone works together to recognise the uniqueness of each child and to successfully meet their individual needs. Staff confidently carry out their duties, benefiting from the support and interest of the management committee, so that children make good progress, their welfare is promoted and they are fully safeguarded. The manager, staff and committee demonstrate a clear ability to drive and sustain improvement. They confidently monitor and evaluate the effectiveness of the group and priorities for improvement are realistic and consistently addressed. Effective staff training and the appropriate use of adults' skills and interests in particular help to ensure improvements are sustained.

What steps need to be taken to improve provision further?

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

- improve consistency in ensuring the prompt completion of new committee members' checks
- improve consistency in developing partnerships with providers of other settings children attend.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The manager, who has designated responsibility for safeguarding, and her colleagues understand their responsibility to protect children from harm, and to take prompt action if they have concerns about a child or in the event of an allegation being made against a member of staff. Staff and some committee members attend safeguarding training and have clear policies and guidance to refer to, which are made readily available to parents. Children's welfare is further promoted as all required consents and information are obtained about them before they start, and the pre-school also has all required information about their parents and carers. Thorough recruitment, induction and staff development procedures ensure staff are suitable and have the appropriate experience, skills and knowledge to work with children. The current committee understand their role to ensure all adults are suitable, including notifying Ofsted about changes to the committee. They are implementing systems to monitor the progress of committee members' checks because some of these have not been promptly completed in the past, which potentially compromises children's welfare.

The pre-school is effectively managed and organised. The dedicated, enthusiastic staff and current committee work well together, so sessions are rewarding, run smoothly and routines are well-managed. Children are fully supported and nurtured by the manager and staff who confidently carry out their duties and relish the opportunities to develop their particular interests within the pre-school. Staff, managers, parents and the committee work in partnership to ensure children have high quality care and education. There are effective systems to monitor and evaluate all aspects of the provision and to identify and address areas for improvement. These include successfully tackling recommendations from the last inspection relating to attendance records, notifying Ofsted of significant events and enhancing aspects of children's development. There is an ongoing commitment to ensuring the best use of staff's expertise and of resources to enrich children's learning, for instance in the way the pre-school has developed the outdoor facilities, including Forest School.

Children and their families benefit from the real sense of community fostered in the pre-school. Parents and carers are very much encouraged to contribute to their child's care and learning within the group. From the outset they are given a wealth of helpful information so they understand how the group operates and how they can contribute. Different aspects of the Early Years Foundation Stage, and how the group reflects these, are clearly explained to parents in the prospectus, during talks and presentations and as part of other information such as leaflets. Parents are encouraged to settle their child, help in sessions or talk to children about their job, culture or interests. They serve on the committee and help with special events and fundraising. Parents' views about their child's interests, needs and progress are highly valued and really help staff to get to know and to successfully plan for each child. Parents have meaningful feedback about their child's achievements and experiences, for instance through discussions with staff and exchanges in their child's diary. They receive an informative written progress report about their child

and delightful photographic records of their child's time at the pre-school. Children with special education needs and/or disabilities who receive support from other agencies and children who attend other settings have continuity of care and learning because of the pre-school's effective relationships with other professionals and providers. However, the pre-school is aware that there is some inconsistency in the degree of contact with some settings, with the manager planning to focus on making improvements as part of her attendance on forthcoming management training.

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

Children really enjoy learning and make good progress. The manager and staff create a stimulating environment with well laid out and equipped activities. Adults are welcoming and encouraging, adeptly supporting children so they remain involved and interested in activities. Staff have a good understanding of each child's learning and development needs and promote these well as a result of robust assessment and planning. Topics and activities are varied and rewarding, cover all areas of learning and provide a good balance of child-led and adult-directed activities. Children's differing abilities and interests are incorporated in activities and resources are used well to endorse and extend their skills and understanding. For example, adults effectively use signing and visual prompts to help children with communication difficulties and to foster everyone's attentive listening, good sitting and turn taking in speaking. Staff confidently adapt their approaches to cater for each child and sensitively give assistance and encouragement. Planning and support for children with special educational needs and/or disabilities is exemplary. The pre-school works closely with parents and other agencies to ensure each child has clear achievable targets, which are regularly reviewed, and so that they have appropriate help, resources and equipment to ensure they achieve at their pace.

Children develop good skills for the future. They are eager to learn and purposeful as their choices and ideas for play are encouraged. Their independence is fostered, for example, during snack and meal times and personal care and hygiene routines. They are encouraged to look after their possessions and to help with tasks such as tidying up. Children make friends and play harmoniously. They learn respect for each other and to appreciate the wider aspects of the community through play and discussions such as focussing on different festivals, and learning from parents who come in to share aspects of their cultural heritage. Children's communications are consistently encouraged by staff to help them become articulate speakers. They listen to and join in well-told stories, and become increasingly adept at recognising that print has meaning, for instance identifying their own name during self-registration. Children think critically, using numbers for counting and problem solving such as working out how many cups and plates are needed at snack time. They match items according to type, colour, shape and size and compare and make patterns. Children love being outdoors and are really interested in the natural world. Stimulating nature walks, including picnics, and rewarding Forest School activities give them many opportunities to investigate and observe features of their surroundings and to watch things change and grow. Children confidently

use tools and a range of materials to build and construct large structures such as dens and a 'pirate ship', and they love making bird boxes, feeders and bird tables. Children are physically confident and adept, relishing the many opportunities to use varied physical apparatus and wheeled toys, to develop spatial awareness and to move in different ways. Children enjoy using the computer, and the laptop is used well to show them and their families pictorial records of their pre-school activities such as walks and playing in the snow. Children are creative and imaginative, engaging in sustained role-play and freely expressing their ideas through their colourful paintings, drawings and craft work.

Children's welfare is successfully promoted. Their care, health, dietary and cultural needs are clearly understood and met in the pre-school. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear records are maintained of accidents and medication, and parents are kept fully informed. Children develop a sound awareness of the importance of a healthy lifestyle. They adopt good hygiene practices, talk about and make healthy choices about what to eat and drink during nourishing snack times, and relish being active. Children are kept safe. It is clear they feel emotionally secure and comfortable and have positive relationships with the caring staff. Children are well supervised and robust risk assessments and regular checks ensure that the premises are secure and free from hazards. Children use good quality toys and equipment which they are encouraged to use correctly and competently. They learn about road safety during walks and outings, and take part in regular practise fire drills.

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	1

The quality of the provision in the Early Years Foundation Stage

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