

Wroughton Pre School

Inspection report for early years provision

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Inspector Rosemary Davies

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Wroughton Pre-school opened in 1974. It is located in the church hall in Wroughton, on the outskirts of Swindon, Wiltshire. Children come from Wroughton itself, Swindon and nearby rural villages. The pre-school is managed by a voluntary committee and is a registered charity. It provides funded early education for three and four-year-olds. Children use the main hall and a smaller room with ready access to an outdoor play area. The pre-school opens for five weekdays during school terms. Sessions run from 9.00am to 11.45am each morning and additionally, from 1.00pm until 2.40pm on Tuesdays and Thursdays only.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time, although in practice 24 attend as a maximum. There are currently 55 children aged from two to five years on roll, all in part-time places. The pre-school is also registered on both the compulsory and voluntary parts of the Childcare Register but no children attend under this register. The pre-school has seven staff, four of whom hold a relevant level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well in their learning and development. They enjoy a particularly good choice of indoor experiences. The committee and staff work together effectively to provide an inclusive provision that welcomes all children, whatever their backgrounds. They share a vision for the pre-school's future and show good capacity to maintain continuous improvement. An exceptionally strong engagement with both parents and children is a particular strength of the provision. It contributes significantly to meeting children's needs well. Children feel especially safe while in this pre-school.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessment to include outings (Documentation) 07/11/2009

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

- develop a better balance between indoor and outdoor play, and offer a wider range of resources outside on a daily basis
- reconsider the organisation and timing of snack time, so that it better meets children's needs and allows more time for child-led activities.

The effectiveness of leadership and management of the early years provision

The committee chairperson and pre-school manager work together well, with clearly defined roles to steer the group and drive improvement. Children receive care from suitable persons, owing to robust appointment and induction procedures; students working in the pre-school receive close supervision. A suitable range of policies and procedures, the appointment of a knowledgeable health and safety officer, and a person responsible for over-seeing child protection contribute to proper safeguarding of children. All other required documentation is in place, although the record of risk assessment does not meet the requirements of the Early Years Foundation Stage (EYFS) fully.

Staff show a clear understanding of equality and diversity, ensuring that all children enjoy equal access to equipment, toys and resources, although those who learn better in an outdoor environment have fewer opportunities to do so. Overall, the manager monitors children's progress in their learning and development effectively. The senior management team draw on a range of sources to evaluate the provision, doing so accurately for the most part and identifying suitable areas for development. They act on the advice of outside professionals and change their practice following training, so improving outcomes for children.

Staff value parents' views, providing them with an excellent range of information about the pre-school and keeping them fully informed as to their children's progress. The pre-school staff work very hard to establish worthwhile partnerships with others associated with the children, such as other local nursery provision, schools and speech therapists. This eases the transition when children move from pre-school to school.

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

Staff offer children an exceptionally wide range of interesting experiences in the main playroom. They work hard as a committed, cheerful team to set up a suitable learning environment from scratch each session, changing it to meet the varying needs of older and younger children, as required. They risk assess the different sessions, so that children's safety is maintained well in each. All children enjoy access to the outside area but this is under resourced. Sessions are not managed to allow children choice of when to play outside.

Children thoroughly enjoy their activities, concentrating well on what they do, so the pre-school runs in a busy but calm atmosphere. Children know what staff expect of them, with the older ones knowing the sensible 'golden rules' and responding extremely well to requests from staff. Staff support the younger children as they settle into the pre-school through use of an effective key person system, quickly providing personal comforters when required, for example. Excellent relationships and behaviour help everyone play happily. The timing of refreshments does not necessarily meet the needs of each child as some may be

hungry earlier and it leads to an over-dominance of adult-led activities. Children learn good foundations for their future lives through gaining an enjoyment of books, developing their early writing and often using counting during their play. High levels of one-to-one support contributes well to their progress here.

Staff make good use of observation and assessment to establish children's starting points in the EYFS and determine what they need to learn next. Frequent discussions with parents help staff understand children's interests, which feed into plans for future activities. Staff use their secure knowledge of the EYFS well when working with children, differentiating their questioning to match individual children's development levels so all receive appropriate challenge, such as when encouraging one child who can count accurately to five, to try counting backwards. Staff provide good role models to the children, taking a positive attitude and praising children's efforts to boost their confidence.

Children use clean rooms and staff check that cloakroom facilities remain well stocked and clean throughout the sessions. Staff keep their first aid skills updated so know how to care for any child who becomes unwell while at the pre-school. Children learn how to keep themselves safe and how to behave in ways that are safe for others. They trust staff to keep them safe and this faith is fully justified as children's safety is the staff team's first priority.

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	3
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met