

The Wolds Pre-School

Inspection report for early years provision

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| Unique reference number | 314748 |
| Inspection date | 10/11/2009 |
| Inspector | Diane Lynn Turner |
| Setting address | Scout Hut, Burnby Lane, Pocklington, York, YO42 2QB |
| Telephone number | 01759 302328 or 07722 184258/ 07722 184259 |
| Email | www.woldspreschool.com |
| 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

The Wolds Pre-School is a privately owned provision which operates from the Scout Hall close to the centre of Pocklington, a market town in East Yorkshire. It was first established in 1979 and has been registered since 1981. Care is provided in one main area of the hall and the group has use of an enclosed outdoor area, and the surrounding playing field for occasional play activities.

The group is registered by Ofsted on the Early Years Register to provide care for 26 children at any one time, none of whom may be under two-years-old. It currently operates each morning and afternoon Monday to Friday between the times of 9am and 11.30am and 12.30pm and 3pm, during term time only. There are currently 39 children on roll within the early years age group. Three staff work directly with the children, all of whom hold relevant childcare qualifications at level 3 and above. They are sometimes assisted by parent volunteers. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely welcoming and caring environment where each one is valued highly as an individual. They are offered an excellent range of innovative learning experiences which capture their imagination and support their learning very effectively, ensuring they make excellent progress towards the early learning goals, given their age, ability and starting points. Staff establish and maintain excellent partnerships with the parents and clearly value them as the children's primary carers, understanding that children will not progress successfully without a shared approach to their care and learning. Meticulous attention is given to self-evaluation, with staff, parents and children all fully involved in the process. This collaborative approach ensures continuous improvement and further enhances a setting that already meets the needs of all children extremely successfully.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the recording of accidents and attendance.

The effectiveness of leadership and management of the early years provision

Staff take their responsibilities in safeguarding children very seriously and have a comprehensive awareness of child protection issues. They are meticulous in ensuring their knowledge is kept up to date through training and that children are

cared for by suitable people. They give high priority to ensuring children's safety, with detailed and highly effective risk assessments and daily checks being meticulously carried out. Comprehensive policies and procedures, which are consistently implemented ensure the extremely efficient management of the setting and all of the necessary documentation is in place. Very good attention is paid to ensuring this is kept up to date, however, accident and attendance records are sometimes completed in pencil, which means that a permanent, legible record may not be kept. The extremely close working relationships of the three staff are fundamental in providing high quality care and learning. They are passionate about the setting and have a clear, shared vision of what it is they want to achieve. They provide an inspiring and exciting environment and maximise their particular strengths by taking on specific roles. They take self-evaluation very seriously as a means of ensuring continuous improvement. Excellent use is made of the Ofsted self-evaluation form alongside the group's own extremely well-thought-out action plans, which clearly identify strengths and areas for development. The children regularly complete questionnaires with the staff and any issues are addressed. For example, when it became evident that the children did not like waiting for the few police outfits to become available, staff purchased more of these and are in process of creating a permanent 'police station' in the outdoor area.

Staff are committed to, and very successfully promote equality and diversity, ensuring they provide a setting that is open to all children and their families. They are highly effective in ensuring the needs of all children are met and are skilful in taking steps to narrow the gaps in children's achievements. For example, they understand that some children may learn more effectively in the outdoor environment and provide for this by taking creative, mathematical and literacy activities into the area. Children with special educational needs or disabilities are extremely well supported through the very good communication with their parents and the staff's collaborative working with other professionals. The setting is an active member of the local childcare partnership and relationships with the local schools and providers of other settings the children also attend are very strong, which ensures continuity in their care and learning. Staff have an extensive knowledge of each child's background and have excellent relationships with all the parents. Great care is taken to ensure they are well-informed about all aspects of the provision, through the well-presented prospectus, the setting's website and home to pre-school diaries. They are heavily involved in decision-making on key matters affecting the setting, with their views being sought regularly through questionnaires. As a result of their comments, improvements have been made to the food provided at snack and the toilet facilities. Parents are greatly involved in the children's learning and are provided with tailored guidance and information as to how they can support this at home. Consequently, the outcomes for all children and their experiences are extremely positive.

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

Children settle very well and develop excellent relationships with the staff who care for them. They arrive eager to learn and relish the time they spend in the setting. All staff have a very good understanding of how children learn and provide a

programme of rich, varied and very imaginative experiences. They are passionate about the activities they provide and this inspires the children to take part. Thorough assessment systems are in place, with high quality observations of the children's responses to the activities being carried out. Staff use the knowledge gained from these, and parents' observations of their child's learning at home very effectively, to guide planning and ensure the children's next steps are supported, and that they achieve as much as they can. Staff give high priority to children's personal, social and emotional development and to encouraging them to be autonomous in their learning. For example, they involve them in setting their own targets as they complete their 'I can do' sheets together, have involved them fully in drawing up the code for working together, and encourage them to think about others on a daily basis. As a result, the children's behaviour is exemplary. They are extremely attentive during activities, show very high levels of confidence and self-esteem, and willingly take on responsibility. For example, at snack time they readily help prepare the fruit, take turns to give out the plates and clear away their own plate and cup afterwards. They talk animatedly about why they enjoy coming to the setting and what their favourite activities are, and they feel very safe and secure to try new and challenging experiences. For example, using torches as they crawl through the tunnel into their dark 'cave'.

Children are supported extremely well in developing their communication, language and literacy skills. They have access to an excellent range of books and staff fully involve them in acting out stories, such as 'Peter rabbit' when the children become fully immersed in their role. They show an avid interest in letters and sounds, and join in with gusto during phonic activities, and as they help the puppet to blend letters to make simple words. They demonstrate excellent creative skills as they paint detailed pictures and the younger ones in particular enjoy the opportunities to take part in activities, such as printing with their wellingtons, laughing delightedly as they stamp along the long piece of paper and observe the trail they have made. Their knowledge and understanding of the world is very good. They celebrate festivals, such as Diwali, and enjoy learning about the seasons and finding out how things work. For example, they avidly listen to the sounds they make as they walk through piles of leaves and become captivated as they discover the properties of magnets and which items will float or sink, and why, as they play in the water. They confidently and independently use a digital camera to take pictures of their favourite activities and understand about cause and effect, explaining that the wind will dry the doll's clothes they have washed as they peg them on the line.

Staff give high priority to promoting children's understanding of keeping themselves safe and healthy. The children have 'free flow' into the outdoor area and are keen to be out in the fresh air where they confidently use wheeled toys and join in with games of hop scotch. They demonstrate excellent coordination as they use the climbing frame and show very good control of their bodies as they take part in music and movement activities, becoming captivated as they pretend to move like elephants, but being careful not to bump one another. They learn to take care of their bodies, confidently identify items that contribute to a healthy diet and know how to dress according to the weather. They know why they must not run indoors and have a very good understanding of people who they can trust to

help them, such as the local community police officer who regularly visits the group to talk to them about issues, such as road safety.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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