

# Willingtots Pre-School

Inspection report for early years provision

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**Unique reference number** 219266  
**Inspection date** 11/02/2010  
**Inspector** Anna Davies

**Setting address** The Willington Peace Memorial Hall, Church Road,  
Willington, Bedfordshire.  
**Telephone number** 07972 148085  
**Email** info@willingtots.co.uk  
**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

Willingtots Pre-school opened in 1971 and is located within the local community building known as The Peace Memorial Hall in Willington in Bedfordshire. The pre-school is managed by a committee of parent representatives and is a member of the Pre-School Learning Alliance. Children have access to an enclosed outdoor play area. The group opens five mornings a week during school term time only. Sessions are from 9.30am until 12:00 noon. A lunch club operates each day from 12.00 noon until 1.00pm. The setting is intending to operate a holiday club during school holidays. Access into and out of the pre-school is via a ramp and there are disabled toilet facilities.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 19 children aged from two to the end of the early years age range on roll. The setting is also registered with Ofsted on the compulsory and voluntary parts of the childcare register. The pre-school currently supports children with special educational needs and/or disabilities.

There are three members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) Level 2. All staff are working towards higher qualifications. The setting provides funded early education for two, three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled at the pre-school. They make satisfactory progress in their learning and development through the provision of an appropriate range of activities and learning experiences. Most policies, procedures and records are used effectively to underpin arrangements to safeguard children's health and welfare. The pre-school have worked hard to further develop partnerships with parents and these are strong. An inclusive environment is provided where children's backgrounds and individual needs are respected.

The setting is positively led by a newly appointed manager who together with a small, committed staff team and supportive committee, constantly strive to develop the provision in consultation with the parents and children. There are clear aims to continuously improve and further develop the practice of the setting.

## What steps need to be taken to improve provision further?

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

- ensure that the daily record of the names of the children looked after on the premises details their

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hours of attendance, this particularly relates to when children arrive and depart at times that differ to those of the normal session (Documentation). This also applies to the compulsory and voluntary parts of the Childcare Register.

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

- ensure that information relating to children's next steps of learning is used to inform planning and give parents on-going opportunities to contribute what they know about their children to assessment records
- develop closer links with other settings providing for children in the Early Years Foundation Stage (EYFS), to further support children's learning and development
- develop the use of spontaneous opportunities to fully promote, challenge and extend children's learning.

## **The effectiveness of leadership and management of the early years provision**

Staff are fully aware of their duty and responsibility to safeguard children and the procedures to follow should they have concerns about a child in their care. Recruitment procedures are robust and all staff and committee members have been appropriately vetted or are in the process of doing so. Risk assessments are of good quality and effectively highlight and action any potential risks to children's safety. For example, the main door is kept locked during session times and visitors and key holders to the building have to ring the door bell so that staff can let them in. Documentation, records and policies are well organised and generally well maintained. However, although a clear process is defined for recording children's hours of attendance if these differ to the times of the normal session, this is not being practised by staff. This does not fully safeguard children. Children are effectively encouraged to develop their understanding about keeping themselves safe through visits from people in the community who can help them such as police officers and the fire brigade. Books such as 'Your body belongs to you' are used to educate children about personal safety and awareness as well as reminders to speak up if they do not like what other children are doing.

Staff's training needs have been addressed and further courses to support staff in their roles relating to child protection, behaviour management and food hygiene, are being attended in the near future. Staff set up a suitable range of toys and activities prior to children arriving. Children move freely between these, choosing what to play with from those put out. Outdoor areas are satisfactorily used with plans to further develop the use of these spaces, for example, to provide extra learning opportunities such as gardening and planting.

Parents speak well of the improving pre-school and especially the new, enthusiastic staff team. They receive good information about the setting; its aims and provision through an informative notice board, regular newsletters, web-site

and a digital photograph frame in the hallway showing pictures of their children enjoying activities. Parents' views and suggestions are very much welcomed and the committee and staff act upon their requests. For example, a recent questionnaire highlighted that parents wished for consultations to formally discuss their children's progress and these have recently been offered. Staff try to forge links between home and the pre-school, for example, informing parents of children's interests in the setting so that these can be furthered at home. Staff have gained information from children's previous settings to ensure that the transition to pre-school is smooth. They have built good relationships with the local schools to help those children transferring into the reception year. However, partnerships have not been developed with other settings that children in the pre-school currently attend to ensure that consistency between settings is promoted, particularly in relation to the child's learning and development experience.

The committee, new manager and small staff team are committed and dedicated to moving the pre-school forwards. They are very aware of the pre-schools strengths and areas for development. Progress since the last inspection has been slow but with very clear systems of self-evaluation and subsequent development plans in place as well as the enthusiasm and commitment demonstrated by the staff and committee, improvements are beginning to have an impact on outcomes for children. At present, outcomes for children are broadly satisfactory but well targeted proposals for development are likely to improve these outcomes further given time.

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

Children take part in a suitable range of activities and learning experiences across all areas of learning. Staff spend their time at children's level supporting the activities on offer. They challenge some children for example, asking them to spell out words that they know are familiar to them. Children with learning difficulties and/or disabilities are effectively supported and included in all activities. Individual plans are in place for each child highlighting areas of learning that require further consideration and regular observations are recorded in their 'learning journey'. However, weekly planning is basic and does not demonstrate how children's next steps of learning identified from their progress charts, link to the activities provided. As a result, activities do not promote highly individualised learning opportunities but are generally delivered in the same way to all. Good information relating to children's starting points is obtained from parents when their child begins so that this can begin to inform assessment procedures. However, parents do not have any opportunities to contribute to these records on a continuous basis.

Children have warm relationships with each other and staff. Children enjoy working together for example, when constructing with bricks and they hold hands as they walk around looking at the activities set up. They wear their 'helping hand' badge with pride as they help to clean the tables for snack time or lead the children outside. Children recognise their names as they select their name cards on arrival. They recognise that print carries meaning for example, when they tell visitors what they think labels say. Some confidently write their own name and some older

children are able to spell out the names of family members. Children learn about simple technology as they find the 'play' button on the compact disc player to enjoy music. They are curious about their environment, for example, taking an interest when their shadows appear due to sunlight coming through the window. However, this type of spontaneous opportunity and others like it, are not always effectively used by staff to extend children's knowledge and learning. Children learn about multicultural festivals and different countries through a suitable range of displays, resources and activities.

Children understand and use size language for example, saying 'let's make it bigger' as they make a house out of wooden bricks and talk about the 'tiny' shells in the sand tray. Counting is introduced in everyday routines such as counting the number of children lining up to go outside. Children have opportunities to use their creative skills for example, cutting and attaching pieces of paper and painting. Photographs show children creating brick walls with a sand and water mix and using spirit levels to ensure they are straight. Children enjoy the space in the large hall for example dancing and spinning to music. They use large play equipment for climbing and balancing in the play park attached to the hall as well as ride on toys within the concrete play area.

Two staff have valid first aid qualifications to ensure that minor injuries can be dealt with effectively. A healthy and nutritious range of snacks are provided for children. Parents are encouraged to promote healthy eating through the packed lunches they provide if their child stays for the lunch club. Generally good hygiene routines are promoted and adopted by children. Children behave well and staff have clear behaviour management strategies appropriate to the age and stage of understanding of the children being cared for.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years register (Records to be kept). 04/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years register (Records to be kept). 04/03/2010