

Little Willows Pre-school

Inspection report for early years provision

Unique reference number 251564
Inspection date 16/10/2009
Inspector John W. Paul

Setting address c/o Walsham Primary School, Wattisfield Road, Walsham-
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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

Little Willows Pre-School is run by a voluntary committee. It opened in 1974 and operates from a self contained, purpose built premises in the grounds of Walsham-le-Willows Church of England Primary School in Walsham-le-Willows, Suffolk. It is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The building and grounds are accessible to people with disabilities, including wheelchair access. A maximum of 20 children aged from two to five years may attend the pre-school at any one time. The pre-school is open each weekday from 8.45am to 2.45pm during school term times only. Children may attend for half day sessions, with an optional lunch club. All children share access to a secure enclosed outdoor play area.

There are currently 42 children who are within the Early Years Foundation Stage on roll. Of these, 35 children receive funding for nursery education. Children come from the local area and surrounding villages. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications. The pre-school receives support from local authority advisers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The quality of the provision at Little Willows Pre-School is satisfactory. It meets the needs of children in the early years appropriately. The staff cooperate effectively with its manager, deputy manager and management committee to ensure that children are well included in all that is provided. Children are cared for and safeguarded appropriately, irrespective of their ethnicity, learning needs or social circumstances. However, the setting has not informed the regulator of the change to the individuals who are members of its governing body, which is required by the Early Years Foundation Stage. The relationship with parents is particularly friendly and open, which helps children to settle effectively and to progress very well indeed. The success achieved to date suggests a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- inform the regulator of any change to the individuals who are members of its governing body. (Suitable people) (also applies to both parts of the Childcare Register) 31/10/2009

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

- ensure that completed copies of regular risk assessments are kept and filed centrally
- extend the range of dressing up clothes, so boys' opportunities in this type of imaginative activity are equal to those of girls.

The effectiveness of leadership and management of the early years provision

Organisation at the pre-school is satisfactory. Safeguarding, child protection and first aid arrangements are prioritised effectively and training is up to date, to the required standards. Certificates are displayed prominently along with the pre-school's insurance and registration documents. Most of the records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. Daily risk assessments are carried out effectively. However, checks are recorded at the points in the room where they are made, rather than on a list kept centrally, which makes it difficult for managers to know who made each check and when. The pre-school has not informed the regulator of the changes of membership of its managing committee to ensure appropriate checks are completed, which is required in the Early Years Foundation Stage. Medical records are kept properly and all adults know which children have particular health or special educational needs and respond accordingly. Each member of staff takes responsibility for the care, welfare and learning of a particular group of children, ensuring that each individual's needs are thoroughly assessed and known.

Leaders, managers and the pre-school's committee understand fully the importance of continuous improvement. They know how to work together with staff and parents to identify what should be done next and have good ideas of how to get there. This information is written simply and self evaluation is good. In the case of parents, the staff foster very open attitudes and much improvement is evident in this partnership, since the last inspection. The staff and committee seek the best means of informing and involving them in their children's early education. A wide range of options is available, including visiting the pre-school and attending formal and informal meetings at times that parents can choose, as well as written information. Parents are pleased with the reception they receive. During the inspection, many commented on the staff's open and friendly manner and willingness to talk about their children's progress and needs. This excellent partnership helps children to settle in quickly each day and to enjoy activities outstandingly well, while often making rapid progress and development in all the areas of learning. The pre-school also enjoys a good relationship with the main school. This results in some good joint learning for the children in the two settings.

A good sense of direction is apparent amongst all staff, who appreciate the support they receive from the management committee, members of which accept responsibility for an overview of different elements of the pre-school's work. As a result, much tighter procedures to assess children's achievements have been

introduced since the last inspection, using national age related goals. These provide clear information about children's learning preferences, which is then used to decide the skills that individuals should learn next and how they might acquire them best. This also serves the needs of children with special educational needs and/or disabilities, as it means that relevant adaptations to what is planned are made effectively to meet their learning requirements. Advice and expertise from outside agencies is also sought whenever appropriate.

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

The quality of what is available to children is excellent. For example, space indoors and outside is used very inventively to ensure that all areas of learning are constantly on offer. Outside, for example, a sheltered area and shady trees provide useful cover, so the space can be used even during inclement weather. Different surfaces are full of a wide range of resources and a raised planting space is also available. Rapid progress is evident when adults suggest to the children that they try to catch the falling Autumn leaves, while counting them as they drop from the tree. Staff also point out the effect of the gusting wind on the rate of leaf fall. Taking opportunities in this way to challenge children's thinking on a broad front contributes much to their very good achievement. It also means that children are fully absorbed in what they do and enjoy it greatly. The same breadth of resources to ensure learning and development in all areas is apparent indoors. Bays and tables for writing, numbers and counting, learning about the world, creative work, construction toys and dinosaurs are set up using all available space. Dressing up clothes for role play are also readily accessible on a child sized rack. However, the range of available clothes is somewhat limited for boys, reducing their opportunities for this type of imaginative play. Nevertheless, the adults display a very good range of techniques to engage children's interest in all the pre-school's provision, ensuring children's rapid progress and excellent achievement and enjoyment, as confirmed in the records. Opportunities to learn letters and sounds, and to draw and write letter shapes are also strongly evident. Personal, social and emotional development is excellent and children quickly learn to share. They play cooperatively and behave very well.

Parents confirm that their children feel safe at the pre-school. Staff frequently remind the children about being careful and looking after themselves and each other. Good routines ensure that children are passed safely to their parents or carers at the end of sessions and they understand the need for these sensible arrangements. The children learn about eating healthily and parents are engaged in the process of helping to provide snacks that are nourishing.

The staff encourage the children to think of people less fortunate than they are themselves and from time to time, they raise funds for charities. Good relations with the school provide a further community link, when the children visit there and become an appreciative part of the audience for productions. At the same time, this link helps in smoothing the transition to the next stage of education, adding to strengths in the development of skills to support literacy, sociability and numeracy. All of this together means that the children are prepared outstandingly well for

their future. Children also contribute well to helping the pre-school run smoothly, carrying out little tidying up tasks and registering themselves when they come in.

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?	3
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?	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

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	2
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	1

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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 in the early years section of the report (CR12) 31/10/2009

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 in the early years section of the report (CR12) 31/10/2009