

Welford Pre-School

Inspection report for early years provision

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Inspector Marion Wallace

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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

Welford Pre-School was established in 1977 and was registered in its current premises in 2007. It operates from a mobile classroom within the grounds of Welford, Sibbertoft and Sulby Endowed School within the village of Welford. The pre-school serves the local community and surrounding villages.

It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The group opens five days a week during the school term only. The pre-school holds morning and afternoon sessions and is open from 09:00am until 11.30am on Monday and Friday, 09:00am until 12.30pm on Tuesday and Thursday, 09:00am until 15:00pm on Wednesday with a lunch club open Monday to Thursday. Children attend a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school is registered to care for 24 children under eight years. There are currently 24 children from two to five years on roll and of these, 20 receive funding for nursery education. Eight staff work with the children, of whom six have early years qualifications. Two are currently working towards early years qualifications. The setting receives support from the reception teacher of the adjoining school and a local authority advisory teacher, and is a member of the Pre-school Learning Alliance. There is disability access.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of Welford Pre-School and its capacity for continuous improvement are good. It is an extremely inclusive setting and staff know the children's needs well and successfully promote their learning and welfare. Children achieve well and enjoy their time at the pre-school immensely because it is a caring community that is well-led and managed. The partnership links with parents and the local school and other agencies are outstanding and this contributes to ensuring that the needs of the children are met effectively. Self-evaluation by the manager and staff is well developed and ensures priorities for development are dealt with effectively.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to have easier access to the full range of resources for outdoor learning and ensure that all children are fully challenged in all areas of learning during outdoor play.

The effectiveness of leadership and management of the early years provision

The provider is experienced and she leads an enthusiastic team well. The school is well organised and runs smoothly, consequently children's learning and welfare are good. Safeguarding and child protection procedures are robust. All welfare requirements of the Early Years Foundation Stage are met. Regular well organised planning ensures children experience a range of interesting activities that they enjoy immensely. Equality of opportunity and diversity is promoted extremely well, adults know the children's needs exceptionally well and plan activities very well to meet those needs.

The provider has a clear understanding of the strengths and weaknesses of the provision. She monitors and evaluates the provision accurately and ensures that any improvements are identified. The staff are aware of the need to improve the current provision for outdoor learning to ensure children have easier access to the full range of outdoor resources and to ensure that they are fully challenged in all areas of learning during outdoor play. Monitoring, assessment and recording on a daily basis are well developed and this information is used to inform planning and to ensure that there is a close match of activities to the needs of individual children. Documentation is well maintained and accessible and accurate self-evaluation ensures that any identified area of weakness is dealt with effectively.

The provider is committed to improving her knowledge base and that of her staff through well-devised training and professional development. There are very good staff-to-children ratios and this contributes effectively to the good quality of care provided. The pre-school works extremely well with parents and support services to ensure children benefit from the best care. Parents fully appreciate the regular newsletters that help to keep them informed and they respond enthusiastically to any request for involvement in organised trips and activities such as the Christmas Fayre. A parent reflecting the views of the majority said, 'It is marvellous, they love coming here.' There is a good range of resources and these are well used. Although there are currently no children on roll with special educational needs and/or disabilities, the setting is well placed to accommodate children with such needs. Similarly, all the children speak English as their main language but the setting has a good range of resources to accommodate the needs of children who speak other home languages. The pre-school, however, makes very effective links with any extended services that are needed to support children who may have special educational needs or children who do not speak English as their first language. There are excellent links with the local school, children use the school playground and share an activity session with the Reception class once a week. All required written policies and procedures are in place, and are regularly updated. They are easily accessible and are shared with staff, parents and visitors. Staff have a very good understanding of safety and take rigorous care of the children, ensuring that any risk is minimised. All children have individual learning journals which provide an effective way for the school to communicate with parents and the local primary school. The managing committee for the pre-school is well organised and meets regularly.

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

Children are well cared for because adults have a very good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves extremely well. Children enjoy activities such as building a fairy castle for their friends and are very excited when it is completed. Adults seize every opportunity to encourage good levels of cooperation as the children learn to work and help each other design and build the castle. Children show extremely good levels of responsibility and awareness of safety for their age because adults rigorously observe and guide them in the process and are vigilant when supervising or supporting the children. All statutory welfare requirements of the Early Years Foundation Stage framework are met.

Children make good progress in all areas of learning and development because they enjoy the well planned activities. Extremely warm relationships with adults and superb links with parents enable children to settle easily into the pre-school routines and to feel extremely safe and secure. Adults ensure that there is an appropriate balance between children making purposeful choices about their activities and being directed and guided. For example, children were successfully guided to trace and recognise the number three and they enjoyed colouring their number, demonstrating good coordination and early mathematics and writing skills.

They develop their counting skills, number and colour recognition well because adults constantly challenge them, for example, during card and singing games. Opportunities for children to develop a full range of physical skills such as sliding, balancing and climbing on a regular basis are limited by the lack of easy access to the full range of outdoor resources.

Children learn to eat healthily because they are encouraged to select a range of fruit snacks. Children gain excellent knowledge of their local community through regular visits to the local allotments, village and park. Helping with the weekly Internet shop delivery to the school also enables them to gain a good understanding of their community and the world around them. This is developed further through celebrating festivals such as Diwali, Chinese New Year, Christmas and Easter. Behaviour is excellent because expectations are very clear, routines are well established and staff and children enjoy all the activities together. Children make good gains developing their excellent relationships with each other and with adults. They make good progress developing skills and knowledge for later life. Children learn to take responsibility for placing their own named wooden doll onto their allocated cloakroom slot. They learn to work well and play together harmoniously and this helps them develop team work skills for later life. They all make good progress developing their speaking and listening skills and learn to express their ideas through painting, collage and drawings. Their pictures are valued and displayed attractively in the art gallery. For example, attractive firework pictures show stimulating levels of creative imagination.

All staff support the children's learning well and as a result children are

encouraged to talk about their special things, for example, when one child enthusiastically shared his 'Tiger book' with the rest of the group.

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	1
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	1
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