

# Waterloo Road Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	143058
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<b>Inspector</b>	Elaine Douglas
<b>Setting address</b>	Methodist church, Waterloo Road, Wellington, Somerset, TA21 8JQ
<b>Telephone number</b>	01823 661676
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Waterloo Road Community Pre-School is run by a parents' committee. It has been running for approximately 27 years and operates from the Methodist Church hall. Children have access to a secure enclosed outdoor play area. It is situated in a residential road within the small town of Wellington. The pre-school is open each weekday from 9.15am to 3.15pm on Monday, Wednesday, Thursday and Friday and from 12.45 to 3.15pm on Tuesday, during term time only.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the group at any one time. There are currently 45 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs, and provides funded early education for three and four-year-olds.

There are 10 members of staff, of whom three hold a level 3 qualification and two hold a level 2. Two staff are working towards a level 2 qualification. The staff are supported by a part-time administrator. An apprentice from Somerset Skills and Learning attends the setting part time and is working towards a level 2 qualification. The group is a member of the Pre-School Learning Alliance and receives support from the local authority advisers. The pre-school has close relationships with the local children's centre.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A good knowledge of each child's individual needs ensures that staff successfully promote children's welfare and learning. Children are kept safe and secure, and develop a safe and healthy lifestyle. Partnership with parents, outside agencies and other providers delivering the Early Years Foundation Stage (EYFS) is significant in making sure that children make good progress in their learning and development, and any additional support is provided. Regular self-evaluation ensures that priorities for development are identified and acted upon, to promote good outcomes for children.

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

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

- continue to develop the new assessment system in order to identify next steps of learning for each child
- plan to develop the use of the garden area and provide greater access to resources to enable children who prefer to be outside further opportunities to explore across all areas of development
- update all policies and procedures in line with the Early Years Foundation Stage, include timescales in the complaints policy and extend the sickness

policy to inform parents of exclusion times and details of the procedures

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

Children are safeguarded through good supervision and procedures. Daily risk assessments on the premises ensures that all areas are safe and secure, and actions are taken to minimise any risks to children. For example, spills around the water play are quickly mopped up to prevent children slipping. CCTV has been installed to monitor access to the premises. The designated person for child protection has a good knowledge of relevant issues and appropriate documentation is in place for further guidance. Procedures are in place to ensure that all staff are appropriately vetted and they attend relevant training to safeguard children. All necessary documentation has been completed to inform Ofsted of changes to the committee, this ensures that all checks on their suitability have been carried out. Children, staff and visitors' attendance are accurately recorded. The majority of staff hold a current first aid qualification and parental consent is obtained to seek emergency advice or treatment. A good supply of first aid equipment is checked every week to ensure it remains well-stocked.

Staff are well deployed and good ratios enable them to support and supervise children in all areas. Annual appraisals are used to identify further training and development needs, this includes self-evaluation and peer feedback. The self-evaluation of the whole provision and regular evaluation of the planning enables the staff to review and set actions for ongoing improvements. For example, communication books and 'all about me' forms have been implemented to improve parents' input into the children's assessments. Parents' access to information was raised as a recommendation at their previous inspection. The chair of the committee meets regularly with the pre-school leader and all staff are involved in the evaluation, planning and assessment systems. Consequently, there is a shared commitment to identifying ways to promote positive outcomes for children and support their individual needs. Most policies and procedures have been updated. However, there are some references to the National Standards, which are no longer regulation, the complaints policy does not have timescales for investigations and the sick child policy does not provide parents with clear procedures and timescales for exclusions.

The partnership with parents is good and, through the exchange of information, provides consistent care and ensures each child's individual needs are met. Parents receive good information on the provision in a range of ways, for example formal meetings with their child's key worker, notice boards, regular newsletters, access to policies and procedures, and an open door policy. The pre-school works closely with the children's centre and other agencies to provide any additional support, so that no child is disadvantaged. Children's key workers meets with other providers delivering the EYFS, in conjunction with the pre-school, to provide cohesive support and care for all children.

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

Most children, including those with special educational needs, make good progress in their learning and development. Staff have implemented a new planning and assessment system which helps them to identify planning for individual children. Staff now regularly carry out focused and impromptu observations, which are linked to the early learning goals. Although the focused observations identify children's next steps for learning this is not consistent throughout the assessments. However, staff know the children well to be able to build on their interests and abilities. There is a good balance of adult-led and child-initiated activities, and a variety of good quality toys and resources. Children have regular opportunities to choose whether to play inside or outdoors. The outside is more effectively used in the warm weather as resources and activities in the winter are predominantly for physical development, which promotes children's awareness of the benefits of exercise. However, this impacts on children who prefer to learn outside.

Staff provide good role models, listening to children, helping each other and using good manners. Consequently, children are polite, helpful and generally well behaved. Staff provide good interaction, encouraging children to use resources in a range of ways. For example, children using the large soft play shapes build towers, join shapes together and climb through them, they try balancing them, rolling them and using them as instruments. When they pack them away they have to do it in a certain order so that they will fit in the bag, promoting their problem solving skills. Children are encouraged to use all their senses and to develop their imagination, for example going through the woods on an imaginary walk. Staff encourage children to continue their learning at home. For example, after making bird feeders staff suggest they watch to see which birds come into their garden and with parents use books or the computer to find out their names. Children independently select books and enjoy telling each other the story by looking at the pictures.

Daily routines provide good learning opportunities. For example, children find their name when they are ready for snack, wash their hands, set their own place and select from the good range of healthy choices, they butter bread and pour their own drinks. Children help themselves to their own drinking beakers throughout the day to ensure they do not get thirsty. Children's health is protected by staff wearing aprons and keeping tables and equipment clean, and good nappy changing procedures are followed. Children develop a good awareness of keeping themselves safe, they use scissors safely at the table and regularly practise the emergency evacuation procedures. Children express themselves freely and positively, and are beginning to develop respect for each other's differences. They enthusiastically celebrate each other's achievements and use some sign language. Children enjoy their time at the setting and are confident communicators. For example, when making bird feeders they talk about its smell, appearance and texture.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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	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>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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