

Wick Pre-School

Inspection report for early years provision

Unique reference number

EY341261

Inspection date

28/01/2010

Inspector

Sue Vernon

Setting address

The Cottage @ The Village Hall, Manor Road, Wick Bristol,
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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

Wick Pre-School opened in 1968 and re-registered in 2006 when it transferred from Wick Church Hall to the Village Hall, South Gloucestershire. It is situated in the centre of the village and children attending the setting are from the local area. The group is open Monday, Tuesday, Thursday and Friday from 9.15am to 11.45pm. From 11.45am to 12.45pm children stay for the lunch club. On Monday, Tuesday and Thursday an afternoon session is also offered from 12.30pm to 3.00pm. Children can attend for sessions or a full day. Children have access to an enclosed outdoor play area. The group is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. Registration is for a maximum of 26 children under eight and currently there are 34 children in the early years age range on roll.

Wick Pre-School is a member of the Pre-School Learning Alliance. It is managed by a voluntary committee, made up of parents of children who attend the group and members of the local community. The group employs four staff, three of whom hold a relevant child care qualification. Advice on the education programme is provided by a teacher advisor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff team provide a warm environment where both children and parents feel welcomed and included. Clear information is gathered from parents as children start which ensures any care or welfare needs are known and supported. Children have opportunities for learning about healthy lifestyles and how to keep themselves safe. Children make sound progress in their learning although planning systems do not consistently identify future learning challenges. The staff team are establishing systems in order to assess how to further develop their practice but these are not yet fully effective in all areas.

What steps need to be taken to improve provision further?

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

- develop further the link between observations, planning and use of resources to effectively identify and support each child's learning needs
- continue to develop opportunities for children to explore and develop their curiosity
- continue to develop systems for self-evaluation in order to effectively identify areas for future development to improve outcomes for all children

The effectiveness of leadership and management of the early years provision

Secure employment procedures are in place in order to ensure that members of staff working with the children have completed the required range of checks and are suitably cleared and qualified. Secure procedures ensure all students and volunteers are satisfactorily supervised. Staff have a secure understanding of safeguarding issues and also the procedures to be followed should any child protection concerns arise. The group hold a safeguarding policy which, along with others such as a complaints procedure, is outlined in the parent's introductory booklet. This builds understanding and consistency of care with parents. Annual risk assessments help staff identify and minimise any possible hazards. Records that support children's health and well-being, such as those relating to accidents and medication, are in place and retained as required.

The play environment is bright, clean and safe. Both play rooms offer a satisfactory range of attractive resources, though the presentation of a large quantity of play resources not clearly linked to planning can sometimes prevent children becoming engrossed in activities and reduce learning potential. Staff are supported in attending training, such as local authority workshops and developing their knowledge. They work together through regular discussions and staff meetings and although self-evaluation is still developing, areas for improvements have been identified and practice developed, such as adding communication diaries when parents requested increased information sharing.

Parents appreciate the warm and welcoming approach from the staff team. Information on the group is shared through displays and newsletters and friendly daily discussions. Parents learn about children's progress through sharing their child's learning records and discussion with the key worker. Any special care or developmental needs are discussed and additional professional support is sought as necessary to monitor and support progress.

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

Children's welfare is promoted well. Staff build sound relationships with the children who are relaxed and happy in their care. Staff help children learn about healthy lifestyles which support their well-being. Children enjoy a range of fruit and vegetables at snack time and develop their independence as they help themselves to drinks of water from their own named bottles. Topics, leaflets and posters promote awareness of healthy meals and lunch boxes. The large outdoor area gives children opportunities for growing and cultivating their own vegetables which are then cooked or taken home to share with their families. Children follow good hygiene routines within sessions as they know to wash their hands regularly or use tissues for their noses. A sickness policy is shared with parents which prevents infectious children attending thus protecting children from possible cross-infection. Children learn how to keep themselves safe as they hold on to the handrail on the stairs or learn how to use scooters safely around the outdoor paths. Children

benefit from regular outdoor exercise in the large enclosed garden area where they confidently use different equipment, such as cars and bikes or enjoy running games. Children feel safe as they happily explore both play rooms and build good relationships with staff who respond with friendly praise and encouragement which builds children's self-confidence.

Children learn about the world around them as they nurture their own chickens in the outdoor area that have been raised from chicks. They feed them and collect their eggs, then learn about changes as they cook and eat them as scrambled eggs. Children's independence is supported satisfactorily as they make their own choices from a wide range of play resources and toys set out ready for them for free play. However, resources are not clearly linked to each child's learning needs and the amount set out can prevent children from realising their full learning potential. Staff support children's learning as they ask some open questions and prompt their thinking for problem solving as they fix construction sets or fit train tracks together. Children use language well to communicate their ideas as they play together in the home corner or respond at story time. They count within activities as they play matching games or discuss their ages, referring to their numeral on wall charts.

Children enjoy using the range of creative activities offered in the downstairs room. They enjoy exploring different textures such as play dough using tools and utensils to roll, cut and make models. A variety of painting and craft work, such as junk modelling, is offered, sometimes linked to children's interests. Self-selection is supported as children choose paper and pens from storage trolleys as they enjoy mark making or find their name cards as they self-register. Staff make observations on children's learning and use these to add to individual learning records. Some next stages of learning are noted but these are not always consistently identified or used to link into planning in order to ensure all children are provided with appropriate challenges to extend their curiosity and learning development. The staff team promote children's awareness of good behaviour as they are calm and polite role models and give praise as children work well together to tidy up. Children learn about the value of technology as they concentrate on using the computer and confidently manipulate the mouse as they complete matching games.

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	3

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	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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