

Walberton Pre-School

Inspection report for early years provision

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Inspector Anne Gunston

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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*.

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Description of the setting

Walberton Pre-School has been owned by the current owners since 2003 and operates from one large hall, which is mainly used for the older children, with an adjoining smaller hall for the younger children. There is also a large grassed area directly outside the hall. It is situated within the village of Walberton near Arundel, and serves the needs of other local villages. The pre-school is registered on the Early Years Register to care maximum of 42 children in the early years age range, of whom 16 may be under three years at any one time. It is the group's practice to accept children once they reach two years of age. The pre-school is open Monday to Friday during term time only and children attend for sessions, which are from 9.15am until 11.45am.

There are currently 60 children in the early years age range on roll. The pre-school supports children who have special educational needs and/or disabilities. There are 12 staff who work with the children, including the owners. The owners and seven members of staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-established partnership exists between the pre-school, parents of children who attend and other childcare professionals who work at times with the children. This level of communication ensures that all children make good progress in their learning and development. The pre-school environment is inclusive and welcoming to all. Its owners have a strong commitment to continual improvement, although their systems of self-monitoring are currently informal. They embrace change in a positive manner and have generally good knowledge of the requirements of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review of incident (Documentation). 26/03/2010

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

- enhance the partnership with parents by establishing a method of seeking their opinion on pre-school practice and increasing opportunities to share children's records
- develop the process of monitoring and evaluation to include the expertise

- and knowledge of staff
- further develop children's health and bodily awareness by providing a clearly identifiable area offering drinks to children throughout the session.

The effectiveness of leadership and management of the early years provision

The pre-school owners and staff have in-depth knowledge of children's background and individual needs; they have effective partnerships with any professionals involved with children and their families. They offer high levels of support to integrate and include every child, ensuring all make good progress in their learning and development. The owners adopt sound recruitment and vetting procedures and ensure that anyone who works with children is suitable to do so. Overall, the staff team are experienced and well qualified. They implement the pre-school policies in full and show high levels of commitment to the children and long-term success of the pre-school. The entire staff team are completely aware of their responsibility to safeguard and protect children at all times. They have a particularly good understanding of the child protection policy and procedures. The owners share the overall responsibility for implementing these, should they or a member of staff have concerns about any child. Everyone works hard at keeping children safe each day. For example, staff keep the premises secure and check the building and resources to ensure they are safe for children's use. Their assessment of risks is effective in practice although the pre-school do not keep a written record to ensure that nothing is overlooked, which is a specific legal requirement.

The pre-school owners have ambitious plans for the continued success of their setting and value the skills of their team. There is an annual appraisal system where the owners and members of staff jointly identify training needs; the owners are able to monitor staff performance by working alongside them each day, sharing all tasks. To date the owners' system of monitoring and self-evaluation has been informal. It does not fully include the staff's views, although each one feels able to contribute ideas and make suggestions, bringing variety to the experiences children enjoy. The owners aim for ongoing improvement and are generally successful in identifying where change is needed to ensure that they meet all requirements of the Early Years Foundation Stage. For example, they wish to provide children with spontaneous use of an outdoor play space; they have definite plans to introduce use of computers in future.

Children enjoy a spacious learning environment, which staff prepare well in advance of their arrival. The staff prepare a wide selection of activities and resources with children's interests in mind and keep records to make sure they provide variety and interest at all times. The staff team make best possible use of this shared accommodation, for example, by offering children daily opportunities for climbing and balancing indoors whenever they wish. Children are only able to play outdoors as a whole group, when they go for exercise in the fresh air, tend the raised vegetable bed or go on a planned outing such as blackberry picking. Staff make good use of wheeled trolleys and display boards to give children access to resources or display their work. Some items are labelled, providing guidance for children, although the space and resources designated for writing or use of books

are not. The pre-school is well organised with the groups of younger Robins and older Owls children operating separately. The play materials are challenging and exciting for all children, when appropriate they are shared between the two groups.

The pre-school owners and staff communicate well with parents, sharing information about children's well-being and development. They take part in friendly discussion at the beginning and end of every day. Parents receive a comprehensive set of policies when they request a place for their child and the settling in arrangements are very flexible, meeting each child's needs and ensuring that they settle well. Parents enjoy updated information in the monthly newsletters, which they can choose to receive in hard copy or by email. They can ask to see their child's achievement records at any time, although do not attend any planned meetings to discuss progress. Parents state that they feel comfortable in discussing any issues with their child's key person or any member of staff. The owners recognise the contribution that parents have to make and appreciate their support, particularly the set up of a recent Action Group and fundraising events. They have not yet considered how they will seek parents' opinions or make use of their comments to inform the self-evaluation process.

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

Children make exceptional progress in this pre-school, they are very keen to attend and begin making decisions about their play from the moment they arrive. Children form very good friendships with each other and enjoy conversations, for example, as they sit down to paint, selecting and mixing colours to create their own designs. Children also enjoy talking to the staff about their families; staff ensure that every child gets the chance to have their say without interruption from others. Staff support children's learning very well, they intervene at exactly the correct time to guide children and pose a question to extend the experiences. For example, children make a police notice and want to wear it on their head; staff ask them to think how they could do that safely, and then support them in turning it into a hat. Children are proud to wear this because staff describe it as 'the new uniform of Sussex'. Staff listen attentively to children's wishes, they are positive role models for the children who are content to sit quietly and pay attention at group times. Children are motivated and confident to try anything new, such as singing their favourite song to everyone. They are not intimidated and happy to stand proudly to do so, because they know that others will be quiet and listen. Children love to look at books, they realise the enjoyment that these provide and have many favourites. They are beginning to realise the importance of writing; in discussion with children the staff always talk about the purpose of this. They suggest children 'write' a message for mummy, or daddy, in the Mother's Day card. They explain to children that they should put their name on their work so everyone will know who owns it, although children do not always find the writing materials for themselves. Children have a great deal of fun and are constantly stimulated and challenged by the activities that staff provide. They pay close attention to instructions and accomplish difficult tasks well, such as singing London's burning 'in the round'. They thoroughly enjoy the disco session, which staff arrange in response to an interest

in Abba music. Children dance energetically to a CD brought in by staff; the disco lights in the darkened room excite them. Children then practise opening and closing the curtains for themselves; every experience in this pre-school is a learning opportunity for the children.

Children are clearly at ease in the care of the pre-school owners and staff. They have good relationships with all the adults, but also have their favourites and relish seeing individual staff members again, if one has been absent for a while. Children receive cuddles if this is what they need on arrival, and staff remind them how much they enjoyed a particular activity the day before to make them feel relaxed. Children want to sit on a lap to listen to a story or when staff take the register. The staff team prepare children well for keeping themselves safe. They remind children not to run in some areas of the hall but allow them to have a great deal of freedom where it is safer, resulting in children who have excellent spatial awareness. Once younger children are confident to jump from the ramps or stepping stones, staff develop the activity and ask that they open arms and legs 'like a star' as they do so. Children are active and energetic throughout the session. They are learning the benefits of exercise as part of a healthy lifestyle and often run around the room, describing how warm they are. The staff team provide drinks for children who ask after exercise, although drinking water is not accessible to children without the need to ask staff. Children come together for snack time, where staff offer milk or water and serve a biscuit, to supplement the items of fruit they ask parents to provide. All children are following good hygiene routines, they realise the importance of hand washing at appropriate times. Children are learning that they must help to prevent the spread of infection, the staff expect 'hands in front of mouths' when coughing and ask that used tissues go directly into the bin.

Children show a great deal of respect for each other and their play materials. They are active participants in the daily routine and keen to be the one chosen by staff to ring the bell, horn or strum the xylophone for tidy up time. They make the pre-school environment their own and can be seen to carry bean bags or move chairs to wherever they want them, or to sit under the tables to read books with their friends. Staff promote care and consideration at all times. They ensure that every child is included, pointing out to children that everyone must have a place in the circle for activity songs. Children really understand that everyone deserves equal attention; they will point out to staff that they have forgotten to say good morning to someone at registration time. Children are developing good skills that will prepare them well for the future. They are competent users of simple tools, such as keyboards and programmable toys. They are integral members of their own community, and enjoy frequent visits from local people, such as the postal worker who is happy to explain his role. They celebrate festivals related to their own and others' cultures. For example, children learn how to say 'good morning' in Welsh, make chickpea and spinach curry for Divali and say a 'thank you' prayer before snack time. The staff team demonstrate knowledge of how to ensure all activities are inclusive and welcoming to any child who attends. They frequently use Makaton sign language with the children to support those who have special educational needs or communication difficulties. The owners and staff really help children prepare for the next stage of their education. They have good links with local schools, welcome visits from reception class teachers and offer meetings with key staff to share their knowledge of the children and ensure a smooth transition.

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	3
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

Outcomes for children in the Early Years Foundation Stage	2
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	2

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