

North Wootton Pre-School

Inspection report for early years provision

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Inspection date 07/07/2010
Inspector Melanie Calway

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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

North Wootton Pre-School has been open for approximately 30 years and operates from a purpose-built building in North Wootton, a suburb of Kings Lynn, Norfolk. Children have access to an enclosed outdoor play area. The setting is open each week day between 9.00am and 3.00pm during school term times.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 65 children from two to under five years on roll. The setting also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities.

There are nine members of staff, eight of whom hold appropriate early years qualifications. The setting receives support from the local authority and has been accredited with the Norfolk Quality Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and enjoy their time at the setting. Key persons know them well and use observations of their play and learning to help them to progress. Children are able to make independent choices in their play and the environment is well designed to support this. The setting works well with parents encouraging them to be involved in their children's learning and children with special educational needs and/or disabilities are fully included and well supported. The setting has effective systems for self-evaluation and constantly reviews its practice to bring about improvements.

What steps need to be taken to improve provision further?

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

- analyse observations more consistently to help plan 'what next' for individuals and groups of children across all the areas of learning
- establish fully the partnerships with other providers to share information about children's learning and development when they attend other settings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because there are clear policies and procedures in place and staff are aware of their responsibilities to refer any concerns they may have about children's welfare. All staff receive regular safeguarding training and all the required information is easily

accessible to enable them to take the appropriate action, if necessary. Good systems are in place to ensure that staff are suitably vetted and possess the right skills, knowledge and attitudes to provide good quality care for children. Children are cared for in a safe and secure environment. Good security systems protect children at arrival and departure times and ensure that they are only released into the care of authorised persons. Daily checks are made on all areas of the pre-school to check that it is safe before children arrive and ongoing risk assessments are carried out. Children are protected from the risk of fire as the necessary equipment is in place and tested regularly. The fire evacuation is practised at regular intervals so that staff and children know what to do in the event of a fire or emergency. Children learn how to keep themselves safe as staff give them explanations about how to play safely and topics and visitors are used to enhance their understanding, such as visits from the police or the fire service.

The indoor and outdoor environment is well designed to support children's independence, with resources stored in low-level units so that children are able to select items and put them away again. The routine is very flexible and children can choose whether to play inside or out and when to have their snack which means they can become absorbed in their play and have good opportunities for active outdoor play. Resources are continually under review and updated. Children are valued as individuals and the setting is proactive in seeking additional support when necessary for children with special educational needs. As a result children are settled and fully included. Parents are well informed about the setting. They receive an attractive brochure and the conservatory provides a spacious area where further information is displayed. The setting works well with parents to involve them in their children's learning. They are invited to come in and play alongside their children and key person and this provides an opportunity to look at the learning records and discuss their children's progress. Parents are encouraged to add to the records and many provide photographs and information about holidays and days out, which gives the staff a useful insight into children's lives. The pre-school works in partnership with other agencies who are involved with children and is beginning to make contact with other providers when children attend other settings, although systems are not yet fully established.

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

Children enter the setting enthusiastically and enjoy a wide range of suitable activities. They are motivated and absorbed by the activities on offer and demonstrate high levels of enjoyment. The indoor environment is well designed to support their independence and the outdoor areas provide further choices, with a paved area, which is used for painting and messy play and ride-on toys and a large grassed area where children can run and play games. In addition, there is a vegetable patch and a digging area for children. Children make good progress in their learning and development because their key persons get to know them well and use their observations to help them make progress. Observations are recorded in their learning records and used to plan opportunities to help children to move on. However, the next steps for children's progress are not always recorded consistently to show how progress is being made across all the areas of learning.

Children communicate confidently with staff, telling them about their experiences. They also communicate well with each other, forming friendships and sustaining conversations. Staff are skilled at using open-ended questioning to encourage children's thinking and language skills, for example, asking 'do you think we need more water in the sand?' and 'what do you think we need to make a cake?' Children enjoy books and stories as they cuddle up on the sofa with a member of staff. The mark-making area is well used with children drawing and writing and proudly showing what they have done. Problem-solving and numeracy is introduced in many activities, for example, counting out pieces of fruit at snack time. Children are using the language of size and shape as they chat at the play dough table saying 'mine is bigger'. They use the tape measure to measure spaces and equipment and counting is introduced in a fun way, for example counting down and pointing to the numerals as children wait to race on their ride-on toys. Children learn about the world around them as they explore and investigate with water, dry and wet sand or participate in cookery sessions. Displays of buildings and photographs of the local community provide talking points.

Children have plenty of opportunities for active play and develop physical skills of coordination and control in the outside areas as they run, climb, play on ride-on toys and bikes, throw balls and play parachute games. They are able to use their imaginations and engage in imaginary play in small groups. Some are absorbed as they play with small world play on their own. Craft materials are easily accessible and children are encouraged to express themselves using the materials available. Children are motivated and interested in the activities on offer. They persist well at activities, for example drawing in the mark-making area. Children are forming positive relationships with the staff who provide good role models. As a result children are able to negotiate with each other and say 'please' when they ask for something, without prompting. Children are forming friendships with each other and play co-operatively.

Children's health is promoted well. They enjoy plenty of fresh air and active play. They are provided with a healthy snack of fresh fruit, which the children help to prepare. The setting works with parents to encourage them to provide healthy options in packed lunches and fresh drinking water is available at all times. Children learn about the benefits of a healthy life style as they do topics on healthy eating and staff talk to them about what is good for them. Watching videos of 'Sally soapsuds' helps them to understand why they need to wash their hands. Children learn about safety issues such as 'stranger danger' through visitors to the setting and appropriate materials which are geared to their level of understanding. They feel safe in the setting and have developed trusting relationships with the staff. The setting provides an inclusive environment, where children's choices are valued. Resources reflect a diverse range of cultures to encourage children to develop respect for other people. Children are learning skills for the future as they learn to be independent, form relationships and progress in their learning and development.

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	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

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	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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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