

# Powick Pre-School

Inspection report for early years provision

---

**Unique reference number** 205277  
**Inspection date** 22/03/2010  
**Inspector** Rachel Wyatt

**Setting address** Powick Parish Hall, Malvern Road, Powick, Worcestershire,  
WR2 4RT  
**Telephone number** 07748 604346  
**Email** powickpreschool@hotmail.co.uk  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Powick Pre-School opened in 1992. It is a committee run group and operates from the village hall in Powick, Worcestershire. Children have access to secure outdoor play areas, including some shared facilities with the adjacent school. The pre-school is open each weekday during school term times only. Sessions are from 9.00am to 3.00pm and part-time places are available for morning or afternoon sessions.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 39 children aged from two years six months to under five years on roll, some in part-time places. Children come from the local village and surrounding areas. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications to a minimum of Level 3, one member of staff has a Level 2 qualification, and two are working towards a Level 3 qualification. The pre-school is a member of the Pre-school Learning Alliance and provides funded early education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish at pre-school where they are valued as individuals, and successful partnerships with their parents and other providers ensure their individual needs are understood and effectively met. Since the last inspection the committee, manager and staff have worked hard to make improvements, developing effective systems to safeguard children and to promote their health and safety. Further improvements to assessment, planning and to toys and equipment have enhanced children's learning and development. Improvements are relevant and sustained as they take account of parents' views and children's interests and their impact is consistently monitored and evaluated.

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

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

- consolidate systems for planning for children's individual needs and to follow up their ideas from their spontaneous play
- improve the organisation of changeover times between activities and preparations for snacks, meals and outdoor play to reduce children's waiting time and to further extend their independence.

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

Children are fully safeguarded. The manager and staff understand their roles to protect children from harm and to take prompt action if they have concerns about a child's welfare. Adults have attended safeguarding training and the pre-school now has clear safeguarding policies for them to refer to and which help them monitor children's welfare. These procedures reflect current legislation and local guidance and are readily available for parents to look at. Before a child starts, the pre-school obtains all required details and consents, including required information about their parents. As a result staff clearly understand who may have legal contact with each child and who has parental responsibility. Robust recruitment, induction and staff training procedures ensure management committee members and staff are suitable and everyone understands their roles and responsibilities. Parents are further reassured as the pre-school's current certificate of registration and a full set of up-to-date policies are clearly displayed, alongside other information about how the setting is managed and operates.

The outcomes for children are consistently improved. Since the last inspection the committee, manager and staff have worked successfully to address actions and recommendations and to further develop other aspects of the pre-school's provision. Improvements are well-targeted as everyone is more confident about evaluating the effectiveness of the setting and highlighting priorities to develop. The progress and effectiveness of changes are regularly monitored and reviewed. Clear, comprehensive procedures underpin the day-to-day running of the pre-school, ensuring children are safeguarded and that their health, safety, learning and development are fully promoted. Committee members and those working directly with children confidently carry out their roles, assisted by these improved systems. Adults also respond positively to ideas from training courses and the advice of other early years professionals. Children's choices and independence has been enhanced by the introduction of new accessible storage for their possessions, clothes and some toys. Low-level screens improve the layout of the room and give children ready access to learning materials such as posters featuring numbers and letters. New equipment such as a laptop and additional books, puzzles and games have enriched and extended their learning.

Children feel valued and included. The manager and staff create a welcoming, reassuring atmosphere so children know what is expected of them and settle well. Children want to do well as their ideas and efforts are praised, for example, by having their photograph displayed on the 'reward flower'. Activities and resources increasingly reflect children's differing learning styles and this is an important feature of the ongoing development of the setting's outdoor provision. Children also experience consistency and continuity because of the pre-school's positive partnerships with parents and other professionals working with them. For example, close relationships with the adjacent school enable children to benefit from shared activities and facilities, and make a smooth transition into full-time education. The pre-school has effective contacts with providers of other settings children also attend and with the other local schools some of them move on to. Parents contribute to the decision making and management of the group by serving on the

committee. All parents' views are encouraged, for example, via questionnaires or using the pre-school's comments box and clear, up-to-date complaints procedures are in place. Parents and carers are well-informed about their children's routines, activities and achievements through regular discussions with staff and the use of an individual diary for each child. Parents make valuable contributions to their children's learning. For example, when their child starts, the information they provide helps staff to get to know each child, to settle them and assess their starting points. Parents are effectively involved in discussing and reviewing their child's progress with their child's key person. They contribute to their child's early years profile record, and are encouraged to look at their child's learning journey and work. Information in newsletters and opportunities to help in sessions or attend a 'meet and greet' event, help parents to understand the range of experiences offered to their children and provide them with ideas to follow up at home.

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

Children enjoy learning and make good progress. The manager and staff are welcoming, encouraging and generally support children well so they remain involved and interested in activities. Since the last inspection the pre-school's assessment procedures have been further developed. Children's starting points are clearly identified, their progress is consistently monitored, and photographs and observations are used well to highlight their achievements and learning priorities. The pre-school is proactive about identifying and addressing concerns about a child's development and works sensitively with parents and others to access appropriate help and resources. For example, staff confidently promote children's communication and listening skills, and are well-prepared for implementing the setting's appropriate strategies for supporting those who speak English as an additional language.

Children enjoy a varied programme of planned activities and interesting topics. The pre-school is implementing new short term planning which incorporates children's individual learning priorities and ideas from their free-play. However, there are occasional missed opportunities to further involve children in planning, equipping and directing their spontaneous play. For instance, several children make different lines of chairs, saying they are going on a journey but their ideas are not developed or the play sustained due to limited adult input. In other respects, children are successfully helped by adults to be interested, resourceful and imaginative because the learning environment is well set out with accessible, stimulating toys, books and games. These include the children's 'choices drawer' where they put, and help themselves to, a selection of their preferred toys and games. Children are curious, purposeful and resourceful because staff relate positively to them, promoting their curiosity and critical thinking through their discussions, questions and explanations.

Children develop good skills for the future. They are eager to learn and soon settle to activities. Their independence is fostered and they are encouraged to act responsibly during snack and lunch times, when seeing to their personal hygiene

and care routines, and as they get ready for outside play. However, whilst these parts of the session are generally well-managed they can be over long so children are kept waiting. Children behave well. They play cooperatively, share and are kind and helpful, assisting with tasks such as tidying up. They learn about caring for others and the environment, for instance through fundraising, recycling and gardening. Children find out about the lives and customs of others through activities linked to different festivals such as Chinese New Year and using books, toys and puzzles depicting positive images of diversity. Children become confident articulate speakers. They listen well, take turns in speaking and enjoy books and stories. Children are encouraged to recognise their names, for example, during self-registration. They think critically, adeptly using numbers for counting and problem solving, and they match and sort items according to type, colour, shape and size. Children complete varied and often quite challenging puzzles and they eagerly observe and investigate how things work, change and react, for instance whilst making models or constructing and using dens. Children are creative and imaginative. They express their ideas through their paintings, drawings, craft work, role play and during enthusiastic music sessions.

Children's welfare is promoted well. Their care, health, dietary and cultural needs are clearly understood and effectively met. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Appropriate records are kept of accidents and medication and parents see and sign these. Children develop a sound awareness of the importance of a healthy lifestyle. They adopt good hygiene practices and make healthy choices about what to eat and drink. They help to prepare their own snacks and enjoy cooking activities such as making fruit crumbles. Children are physically active and take part in regular outdoor activities. They confidently balance, climb and move in different ways.

Children are kept safe as the premises are secure and free from hazards. They are well supervised and robust risk assessments are used to effectively monitor safety indoors and outside. Regular checks are carried out and prompt action is taken to address hazards. It is clear children feel emotionally secure as they have positive relationships with caring staff who help them to settle quickly. Children also have a sound understanding of how to behave in ways that are safe for themselves and others. At circle time they readily explain why it is important to walk not run indoors, and how they are kept safe by using toys and equipment correctly. Children listen and readily respond to staff's requests, for example, as they move sensibly and safely to outdoor play areas. They have regular opportunities to discuss and practise evacuation drills.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



