

# Wanlip Pre-School

Inspection report for early years provision

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**Unique reference number**

EY398652

**Inspection date**

03/03/2010

**Inspector**

Patricia King

**Setting address**

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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.

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**

Wanlip Pre-School was re-registered in 2009. It is privately run and operates from the Parish Council Offices in Birstall, Leicestershire.

The setting is registered on the Early Years Register and the compulsory voluntary part of the Childcare Register. A maximum of 20 children in the early years age range may attend at any one time of whom none may be under two years and there are currently 27 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school is open each weekday from 9.00am to 12.55pm during term time only. There are currently four members of staff all of whom hold an appropriate early years qualification.

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

Overall the quality of the provision is good.

Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are recognised and met. Positive partnership with parents, local schools and other agencies are established to ensure that that all children are fully provided for and they get any additional support they need. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate understanding of how to use of these effectively. Some systems to evaluate the performance of this setting are in place but this information not yet used effectively to drive improvement.

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

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

- improve the opportunities for children to learn about other people's cultures and lifestyles in order to understand and celebrate the similarities and differences between them in a diverse society
- ensure that the learning environment is consistently organised so that all areas can be used safely and flexibly to support the range of activities provided
- develop systems in place to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and plan ongoing improvement.

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

The provider is well qualified, experienced and has a positive vision about how to provide a quality service to children and their parents to meet their individual needs. She leads a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Thorough staff induction ensures that all adults working in the setting are fully informed and prepared for their responsibilities to work efficiently. A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents, how to use them effectively to safeguard children and describe clearly how to take appropriate action to report any concerns they have.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities indoors and outside. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. However, the organisation of activities around existing equipment occasionally restricts children's choice and movement. There is growing confidence in the use of self-evaluation to assess strengths and weaknesses. However, this information is not yet used effectively to plan and secure a capacity for continued improvement.

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

Staff have good understanding of the Early Years Foundation Stage and understand how children learn through their play. They encourage children to be confident and interested developing positive attitudes towards learning. Staff spend time getting to know the children, their likes, dislikes and preferences which means they are fully informed and prepared to offer support or challenge where necessary for individuals. Consequently, children enter this setting with anticipation and enthusiasm eager to explore and take part in the range of interesting and stimulating opportunities offered to them each day.

All areas of this setting are decorated with displays children's work, photos of them at play and illustrations to support the learning and behaviour. The environment is arranged creatively to offer interesting play and learning opportunities and resources are stored within easy reach to promote children's independence and choice. Staff skilfully use daily routines, such as snack and circle times, planned and spontaneous opportunities to promote learning across the curriculum. They offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. For example, children playing with the natural wooden materials explored the texture and shapes, skilfully built and balanced the components, sized and counted the pieces. They beamed with pride when praised by the staff member for their achievements.

Children develop their listening skills and concentration with activities and games such as listening to identify recorded familiar sounds. Such opportunities are used effectively to extend discussion within a group.

Staff demonstrate good role models and help children learn by talking about the importance of a healthy diet and good self-care routines. Children are learning to be safe as they practise appropriate behaviour in activities such as the road safety role play and daily routines. Children gain confidence to ask for help and support with an activity or the telling of favourite story which they enjoy sharing and adding their own contributions. They are learning to show concern and care for others as they develop friendships, help each other and occasionally raise funds for others less fortunate in their community and the wider world. Outings into the village visits from local significant people such as the police and lollipop lady promotes their understanding of their own community. However, there are limited opportunities for children to learn about the wider world and their place in it.

Staff work in very close partnership with parents and others to support children with special educational needs and/or disabilities to benefit from attending the setting. Robust systems are in place to observe, check and record children's progress and parents' contributions are actively sought to inform planning for their children's next steps. The well-compiled detailed learning journeys efficiently track children's progress. Children and parents understand the importance of these records and take pride in reading and sharing them with others. Overall, this setting ensures that children's welfare, learning and development are effectively promoted.

## 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	3
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	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

<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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met