

Woolstone Pre-school Playgroup

Inspection report for early years provision

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Inspector

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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

Woolstone Pre-School Playgroup is run by a committee of volunteers and registered with Ofsted in 2001. It operates from a community building in Woolstone in a well-established residential area close to Milton Keynes. Children come from the local and surrounding area and have access to a fully enclosed outside area. The pre-school is registered on the Early Years Register and provides funded early education for three- and four-year-olds. Children may attend a variety of sessions during the term time opening hours of Monday, Wednesday and Friday mornings, 9.30am to 12pm; Monday and Wednesday afternoons, 12.30pm - 2.50pm; and Tuesday and Thursday mornings, 9.30am to 1.15pm.

The pre-school is registered to provide care for a maximum of 30 children at any one time, none of whom may be under two years. There are currently 47 children aged from two to the end of the early years age group on roll. The pre-school has a number of children with special educational needs and/or disabilities, and supports children who have English as an additional language. There are eight members of staff, four of whom hold early years qualifications to at least level 2. The manager is currently working towards an early years foundation degree and three members of staff are working towards level three qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet children's developmental needs routinely by getting to know the children individually and by providing a relaxing environment where they can play and learn together. Children are safeguarded well and benefit from effective two-way communication systems developed between staff and parents, which provides a range of beneficial information and makes good use of daily discussions to maintain continuity. Children's welfare is mostly promoted across the areas of learning and staff skilfully support children to help them feel secure, welcome and valued. The staff and committee work well together and are keen to further improve the quality of children's care and learning, taking positive steps towards self-evaluation.

What steps need to be taken to improve provision further?

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

- improve opportunities for all children to learn about other cultures and abilities throughout their play and communications to effectively promote understanding of the world around them
- develop planning systems further to clearly identify children's next steps obtained from previous observations to aid individual progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff keep the premises secure, safe and child friendly, with appropriate ratios maintained at all times. Secure entry systems protect children from unvetted adults and clear recruitment and induction procedures are in place to ensure the suitability of those looking after children. Staff maintain thorough daily checks to promote children's safety, allowing them the freedom to move around in a secure environment. Clear and detailed risk assessments are in place to reduce potential hazards and dangers for all areas and equipment children access, indoors and outside. Senior staff have a good understanding of protecting children from harm, which they have gained through their qualifications and training courses, securing their knowledge and understanding of safeguarding children to promote outcomes effectively at all times.

Children's quality of care benefits from good quality written policies and procedures, which receive regular reviews and are shared with both staff and parents. Records for individual children are suitably maintained and written permissions from parents are obtained routinely at registration. Attendance is recorded accurately and information regarding children's accidents is shared with parents in confidence. Parents express their support for the pre-school and are happy with the care and learning their children receive. Families are invited to be involved in their children's learning through an interactive homework book and have access to their child's achievement records. Parents and children develop good quality relationships with their key person, which enables the children's developing feelings of security. Noticeboards provide parents and carers with good quality information about pre-school practice, routines and children's learning through the Early Years Foundation Stage. Staff pro-actively assess their practice through a clear system of self-evaluation towards continuous improvement, addressing areas for development and making ongoing analyses.

Children are able to select from a wide range of good quality toys, resources and equipment to aid their learning and development, indoors and outside. New children are individually welcomed and staff skilfully help them to settle in, using effective strategies to increase their feelings of security and confidence in their surroundings, while getting to know staff and their peers. Staff have established links with outside agencies to support children who may require extra help, and have access to training and awareness courses when children with special educational needs and/or disabilities attend. Children are beginning to learn about the wider world through some cultural festivals, such as Diwali and Chinese New Year, and various Christian events, including Mothers' day, Christmas and St. Patrick's Day. However, there are limited opportunities to improve children's knowledge and understanding of different cultures and people with differing abilities through their play and communications.

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

Children show their developing awareness of simple hygiene routines, using the bathroom and tissues independently, with gentle reminders to wash their hands after toileting to avoid cross-infection. Staff also provide hand gel for each child to use under supervision before eating snacks or lunches to ensure cleanliness, particularly after outdoor play. Children's good health benefits from a variety of nutritious daily fruit and vegetable snack options, with any allergies and dietary requirements closely followed. Parents supply children's lunchboxes, which are stored appropriately until required. Drinks of water and milk are provided at snack time and on children's request, with staff trying out different ways of providing fresh drinking water to ensure it is available to children at all times.

Children access a wide variety of activities which relate to their interests and offer appropriate challenge. They have daily opportunities for outside play in a secure supervised outdoor area, which provides children with a good range of equipment to develop their physical skills. Ample space allows children the freedom to move around indoors and outside, using the play equipment as they choose, or playing quietly alone or with friends. Staff are on hand to support children as they play or join in with activities, forming positive relationships with both adults and their peers. Children are making progress in their learning and development and receive positive praise for all their efforts and achievements. Staff implement the Early Years Foundation Stage framework effectively, making observations and assessment of children's progress, which is clearly recorded and shared with parents in confidence. Planning is detailed and covers all areas of learning appropriately, although the current system does not clearly identify children's next steps obtained from previous observations to aid individual progress towards the early learning goals.

Children freely choose to play with a wide selection of good quality toys, resources and equipment to aid their learning and development. They select from various construction resources, imaginary and small world play, differing mark-making resources, sensory exploration and a variety of arts and crafts. Children develop their understanding of their world through simple technology, using a range of electronic toys and a computer. Staff offer high levels of interaction with the children, extending their vocabulary through play and as they discuss weekly topics at registration time or read stories together. Books are freely available for children to explore as they choose, with the book corner currently under development to provide better accessibility to the books and make the area more inviting to children. Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others through staff's positive praise and consistent behaviour management strategies. As a result, children behave generally well, with staff applying gentle reminders to reinforce pre-school rules and guidelines, using themselves as positive role models to demonstrate good manners and behaviour to others.

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	3
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	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	2
The extent to which children develop skills for the future	2

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