

# Whiston Pre-School

Inspection report for early years provision

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**Unique reference number** EY283915  
**Inspection date** 14/01/2010  
**Inspector** Tara Street

**Setting address** Whiston Junior & Infant School, Saville Road, Whiston,  
Rotherham, South Yorkshire, S60 4DX

**Telephone number** 01709 828 003

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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

Whiston Pre-School is run by a voluntary management committee. It was registered in 2004 and operates from a purpose built building within the grounds of Whiston Junior and Infant School in Rotherham. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area and an all-weather, covered veranda. A maximum of 24 children aged two to five years may attend the pre-school at any one time. The pre-school is open Monday to Friday from 8.45am to 11.45am and from 12.30pm to 3.30pm, term time only.

There are currently 55 children on roll who are all within the early years age range. Of these, 38 are in receipt of funding for early education. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register.

There are eight members of staff, including the manager, who work directly with the children. Six of the staff hold appropriate early years qualifications. The pre-school works closely with the reception class in school, the provider, is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a range of activities in this bright and welcoming environment. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. Staff have an understanding of the statutory requirements of the Early Years Foundation Stage (EYFS) and as a result children make good progress. The use of self-evaluation is used satisfactorily to monitor the provision and identify future targets, although a condition of registration has not been met. The capacity for further improvement is also satisfactory.

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

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

- provide more regular opportunities for children to access and develop their skills in using information and communication technology
- extend planning to ensure it clearly identifies how weekly activities will promote individual children's progress towards the early learning goals
- develop children's ability to recognise the importance of consistent hygiene practices, for example, routine hand washing.

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

The provider has committed an offence by failing to notify the relevant authority of a change to the persons who are managing the early years provision. This is a specific legal requirement in the Statutory Framework for the EYFS. However, Ofsted does not intend to prosecute on this occasion.

Despite this, the manager and staff work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by staff who have completed a range of training to ensure they have strong knowledge and understanding of their roles and responsibilities. Most of the records, policies and procedures, which are required for the safe and efficient management of the setting, are in place. All staff have an up to date understanding of safeguarding children issues. Thorough risk assessments of the areas accessed by the children are conducted and the pre-school is stringent in the organisation of routines to ensure children's safety is prioritised. Satisfactory vetting procedures are in place which means that children are cared for by suitable people.

The manager and staff strive to improve their practice and work hard to monitor and evaluate the quality and standards at the pre-school. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed. An equality and diversity policy outlines a commitment to promoting inclusive practice at the pre-school, ensuring all children can achieve as well as they can, regardless of their background. Organisation of the environment and resources appropriately supports children to become independent learners and develop confidence.

Adults demonstrate a clear commitment to working in partnership with parents and provide regular opportunities for them to become involved in the life of the pre-school. Parents are encouraged to support children's learning at home through the 'Lending library' and the children really enjoy taking books home to read with their parents. The pre-school has successfully established links with the other early years settings that the children attend to ensure optimum continuity of care and education.

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

The learning environment effectively supports children's progress towards the early learning goals. Daily routines have been carefully considered to make best use of space. Planning takes account of children's interests and provides a relevant and appropriate curriculum that is well matched to their abilities. Ongoing observation and assessment are undertaken and provide a clear insight into the children's progress. However, because planning is completed on a seven week rota, based on one key worker focus group each week, the identified next steps in learning, for

each individual child, which offer the opportunity to maximise progress are not always reflected within the planning process within an appropriate timescale and impetus is lost.

Children experience a good range of regular activities both inside and outside which develops their coordination and balance skills. They eagerly participate in games, explore the slide and negotiate obstacles when playing with wheeled vehicles and pushchairs. Craft activities and malleable resources are always accessible and these help to improve their language, coordination and creative skills. For example, children develop their senses when making dough and confidently use language to describe how the mixture looks and smells at each stage. Games and activities are used well to promote early mathematical skills. Children confidently use number during singing and story time and they also enjoy sorting and matching pieces of a number puzzle. Their knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a wide range of activities which look at different cultures from around the world. They enjoy regular nature walks where they observe the different sights and sounds around them and collect natural materials to use in creative activities such as leaves and twigs to make collages. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access computers, compact disc players and headphones. However, some opportunities for them to explore technology such as programmable toys and role play resources are limited. Staff are actively engaged in children's play and are skilled in supporting and extending their learning through using effective questioning techniques. This encourages children to think critically and make connections in their learning.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors, and the possible consequences of this. However, the ability to recognise the importance of consistent hygiene practices, such as hand washing routines before snack time, is not fully developed. Children have snacks provided which they serve themselves and these offer a very good daily variety of healthy and nutritious options. Staff are very good role models with a consistent, positive approach. As a result, children are effective in managing their own behaviour, for example, they patiently take turns to use the various play resources and are careful when playing outside.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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