

Welholme Pre-School

Inspection report for early years provision

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Inspector

Jenny Firth

Setting address

Welholme Infant School, Heneage Road, Grimsby, North
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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

Welholme Pre-School was registered in 1994, and is run by a management committee. It operates from a designated unit within Welholme Community Primary School. A maximum of 26 children may attend the setting at any one time. The pre-school currently takes children from three to five years old. There are currently 52 children on roll all of whom are within the Early Years Foundation Stage. The Pre-school provides funded early education for three and four-year-olds. The pre-School is open five days a week during term time from 8.45am until 11.45am, and from 12pm until 3pm from Monday to Friday, and also 9am until 3pm Monday, Tuesday, Thursday and Friday. These times are flexible to enable parents to access the entitlement of 15 hours of funded nursery education. There is a lunch club available on Monday, Tuesday, Thursday and Friday, and children bring their own packed lunch. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager at the pre-school. Five members of staff hold an appropriate early years qualification to level 3 or level 4. One member of staff is working towards a level 3 qualification and another holds a language degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision for children in the Early Years Foundation Stage is good. Children are happy and settle with ease in this welcoming and highly inclusive pre-school. Arrangements are in place to keep children safe and promote their well-being. Staff ensure that policies and procedures are followed effectively, and most records are kept up to date. Staff plan a range of enjoyable experiences and carry out thorough assessments. Self-evaluation procedures are effective and clearly identify areas for improvement and a commitment to improve further, although does not fully involve parents. The pre-school has addressed the issues identified at the last inspection and has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure parents sign to acknowledge their child has been given medication
- ensure parents are further involved in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

All staff are fully aware of their safeguarding responsibilities and hold current first aid qualifications. Policies and procedures are reviewed regularly to ensure that they meet requirements. Thorough risk assessments and daily checks ensure the premises, toys and equipment are safe. Parents are informed verbally that medication has been administered, but they do not sign to acknowledge this information. Robust vetting and recruiting procedures ensure staff are well qualified. Good quality resources are used to support learning, and staffing levels enable effective practice. Staff provide good experiences for children through efficient use of the available space, which includes a small outdoor area. A wide variety of cultures and traditions are acknowledged in order to develop positive attitudes to equality and diversity.

Parents are made to feel welcome in this highly inclusive setting, where all children are valued. There are opportunities to exchange information through informal chats. Regular meetings are held so that the needs of individual children are identified and met. Newsletters, notice boards provide further information. Effective links with the school and other agencies ensures continuity for individual children's learning and development.

Staff regularly evaluate the work of the setting and have identified ways to involve parents further in their child's learning, but they have not fully explored parental involvement in the self-evaluation process. Regular staff meetings and discussions enable staff to share ideas that support the efficient running of the setting. Staff appraisals promote ongoing suitability of adults and identify training needs.

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

Children are very happy and settled and enjoy their time at the setting. Staff are very supportive and ensure the children develop to their full potential. Effective language support develops children's speaking and listening skills. Thorough planning ensures children are provided with a good range of creative learning experiences, which keep them involved, motivated and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's individual needs are met successfully.

The children play an active part in their learning. They develop their independence skills when they choose from a wide range of exciting resources. Children develop good early technology skills as they skilfully use a mouse when using the computer. Mark making in the writing area provides opportunities to use a range of pencils, crayons and pens, and counting skills are reinforced through number puzzles and bead threading activities. Children enjoy sharing books and stories with an adult in the reading area, and they listen intently and respond to the adults' comments and questions as they are shown pictures. They have further

opportunities to develop their listening and speaking skills when they engage in conversations using microphones. During Science Week, they learn about melting chocolate to make biscuits. They explore ice and know that it melts. They use magnifiers to look at mini beasts and enjoy planting sunflowers and cress.

Staff provide a busy and calm environment, and through their positive, gentle handling of children, they provide good role models. Consequently, children are polite, kind and thoughtful towards each other. They play well together, take turns and share their toys. Behaviour is good and the children respond well to the setting's rules which are displayed and regularly discussed. Children develop safe and healthy practices through their daily routines and activities. They know the importance of washing their hands before they have their lunch and after visiting the toilet. Children understand the importance of healthy eating and fresh drinking water is available at all times. Staff are fully aware of children's dietary requirements. They know how to evacuate the building in the event of an emergency. Their understanding of keeping safe is further enhanced when they have visits from the local Community Officer to promote their understanding of road safety. Children understand the benefits of regular exercise as the skilfully manoeuvre their tricycles and use the climbing frame in the outdoor area.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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