

Winton Pre-School

Inspection report for early years provision

Unique reference number EY313933
Inspection date 22/01/2010
Inspector Stephanie Matthews

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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

Winton Pre-School moved to its present site in 2005. It is an established pre-school and operates from a room in Vigo Junior School, Andover in Hampshire. It shares toilet and disabled facilities with the adjacent school. Children have access to a small, fully enclosed outside play facility and to the school playground. The setting is on the Early Years Register and is registered for 20 children from two years to under five years old. There are currently 49 on roll, of which 45 are receiving funding. The pre-school supports children with special educational needs, and who speak English as an additional language. The pre-school is open five days a week all year round. Sessions are from 8.30am to 11.30am and 12.10pm to 3.10pm. Children attend for a variety of sessions. There are three full-time members of staff and three part-time staff who work with the children. The manager and her deputy have NVQ Level 3 qualifications and the others are qualified to Level 2. All are qualified in paediatric first aid. The setting receives teacher support from the local Early Years Development and Childcare Partnership (EYCDP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well established procedures and well trained and experienced staff ensure that Winton Pre-School meets the learning needs of children in its care well. Safeguarding procedures are secure and the setting is highly inclusive. Leadership and management are good. There is a clear focus on review and evaluation and a clear record of improvement. The setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- extend the amount of information available in the children's learning diaries
- add a second handle to doors to ensure that they are out of reach of children
- improve toilet and nappy changing facilities
- improve outdoor play facilities by adding a covered area.

The effectiveness of leadership and management of the early years provision

The setting is led and managed well. The manager and her staff have carried out many improvements in procedures and they have acquired new resources and storage facilities. The committee is very active and has been successful in accessing funding. The new floor has much improved the setting because it is attractive and easy to maintain. More funding is being sought for further improvement.

All safeguarding procedures are in place and all staff are well trained in first aid and food hygiene. The leadership is aware that toilet facilities need to be improved as at the moment they are shared with the adjacent school and this means that children have less opportunity for independence and privacy. The vigilance of staff ensures that children are kept safe at all times although doors are not fully secure because children can reach the door handles.

At present the designated outdoor area is quite limited although the pre-school does have access to the playground and hall. There is no covered area to be used as an outdoor classroom and equipment has to be taken out at specific times rather than left out for the whole session. Children have good access to computers. Resources have been improved and are used well and there are good resources for promoting equality and diversity. This is an area of excellence because of the positive role models provided by staff and parents and the strong links with the special school that is on the same site. Children celebrate a variety of festivals and have the opportunity to try unusual foods.

The manager has completed a thorough and formal self-evaluation and has a clear focus on review, evaluation and ongoing improvement. Partnerships with the schools on the site are good and the pre-school also works with a wider cluster of similar settings. Children visit the local shops and the post office. The local authority is very supportive and outside agencies including speech and language therapists make a valuable contribution. Parents feel that they are kept well informed via the newsletters and through frequent opportunities to talk to members of staff. The children all have Ladybird Diaries. These contain some information about their progress but it is not sufficiently detailed and does not contain enough illustration. The leadership has a good record of development and a good capacity for further improvement.

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

Children enjoy attending and even those who are initially reluctant soon settle because of the range of interesting things that are available for them to do. They particularly enjoy painting, dressing up and playing in the role play area. The children's welfare is promoted well. They feel safe because they know staff well and the key person system ensures that their needs can be identified easily. Children show a good understanding of why it is necessary to put on coats and boots when playing outside and hand washing routines are well established. They can choose when to eat their mid-session snack and enjoy fruit and other healthy food. The setting gives them lots of opportunities to help in clearing up and preparing snacks. Individuals provide a good example to others by taking leading role in singing and dancing activities. Children raise money for charities and photographs show them taking part in Red Nose Day activities. They enjoy a regular story session and this promotes good concentration and listening skills. The setting provides good opportunities for counting, painting and mark making and there is a good balance between child-initiated and group-based activities. Children have every opportunity to establish the skills required for more formal schooling

and can progress well because they are so familiar with the variety of schools on the site.

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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