

The Woodfield Nest Pre-school and Out of school Club

Inspection report for early years provision

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| Unique reference number | 101858 |
| Inspection date | 01/02/2010 |
| Inspector | Jenny Batelen |
| Setting address | Woodfield Infant School, Field Lane, Dursley, Gloucestershire, GL11 6JJ |
| Telephone number | 01453 548248 |
| Email | |
| 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

Woodfield Nest Pre-school and Out of School Club is managed by a committee made up of parents of children at the setting and members of the local community. The pre-school opened in 1998 and the out of school club opened in the following year. It is registered on the Early Years Register, and both parts of the Childcare Registers since 2009.

The setting operates from a self-contained unit within school grounds in Cam, Dursley in Gloucestershire. Children have access to the setting's own garden and school facilities that include the playing field, adventure playground and planting area. There is disabled access.

A maximum of 24 children may attend the pre-school or club at any one time. The pre-school opens during term time from 9.10am to 3.10pm. The out of school club operates from 7.30am to 9.00am and from 3.15pm to 6pm during term time, and from 7.30am to 6pm during school holidays.

There are currently 123 children aged from three years to under eight years on roll. Of these, 33 children receive funding for early education. The children come from the local area. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 16 members of staff. Of these, one has teaching status, 14 hold early years or playwork qualifications and one is working towards a qualification. The pre-school is well supported by an Early Years mentor. The group has close links with the adjacent infant and junior schools. The out of school club has achieved the 'Flying High' accreditation and the pre-school holds the Bristol Standard for Early Years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs and interests are highly valued and quickly responded to through observation and discussion with the children. A wide variety of activities, adult led and independent ensure that all children are able to make very good progress. Staff have an excellent understanding of the needs of Early Years Foundation Stage children. Self-evaluation is used very effectively to identify strengths and actions that will further develop the provision. As a result there is excellent capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- strengthen the involvement of children in planning and directing their own activities

The effectiveness of leadership and management of the early years provision

The staff of both groups are very experienced and totally committed to ensuring that all children have a rich and varied learning experience. Policies, procedures and risk assessments are in place and regularly reviewed. There is an excellent understanding of the Early Years Foundation Stage requirements, the out of school club being well-supported by the pre-school in this. Adults have appropriate qualifications and undergo ongoing training as identified through their appraisals and staff development action plan. There has been very good progress on the recommendations from the last report.

The welfare and safety of the children is of high importance, and this is reflected in established routines and thorough safeguarding procedures that comply with current legislation. The pre-school and out of school club encourage happy, independent and confident children, who play very well together and support each other.

High quality, easily accessible resources enable all children to make good progress in a variety of activities of their choice. Children with special educational needs and/or disabilities are supported to make very good progress. Staff and the committee constantly evaluate the work they are doing and take into consideration the comments from parents and their discussions with children. This enables them to identify and plan for further improvements. The group has identified that further increasing the opportunities for children to share their views and ideas will enhance the value of this evaluation.

Links with parents and carers are excellent. Key information is on display in the entrance area and includes the planned activities for the week. Newsletters keep parents informed about what is happening. Parents and carers are very positive about the pre-school and the out of school club and particularly about how they are kept well informed through conversations and the use of running 'diaries' between home and the pre-school. They speak highly of the way children settle well and make good progress. There are excellent links with the school and parents and school staff speak of how children settle quickly into school. Links with external agencies, including other settings attended by children, are very strong and contribute to progress made by the children. The pre school is well supported by the local authority and works well with the out of school club to ensure the best provision for all children.

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

All children are able to make very good progress towards the early learning goals. The secure and safe space is well-equipped, easily accessible and reflects all areas of learning. Children enjoy their time in the pre-school and the club and make independent choices of their activities. In pre-school some children enjoy mending the cars at the garage, others bathe the 'babies' prior to the visit of a baby to the group and others use the tools to 'mend' the door on the outside role play area. Use is made of the school grounds and children in the out of school club particularly enjoy building dens on the field.

As children initiate their own learning, skilled questioning from adults enables them to understand what tools will do and be challenged to find the solution to the problem they have set themselves of how to hold the 'barrier' in place.

Planning evolves and is based on the interests and needs of individual children. Activities link into the current theme and stories and information and communication technology activities are found to fit these. Ongoing observations help staff to identify children's interests and their progress in the different areas of learning. These are recorded in the child's folder and shared and passed onto school, when children transfer. Children's work is highly valued and displayed.

Children are helped to understand how to keep themselves and the whole group safe and they are independent in their hygiene routines. Key workers are allocated to all children and parents have free access to their child's records. Excellent relationships exist between all in the pre-school and the club, behaviour is excellent and as a result children work and play well together.

Children are encouraged to understand about a healthy lifestyle through healthy drinks and snacks that are freely available. Healthy lunches are provided in lunchboxes and some children take the opportunity to eat school dinner. Exercise is planned for through the use of the outside space and daily physical activity through the 'Wake and Shake' exercise routine. The pre-school have timetabled use of the school hall for planned sessions to focus on the development of physical skills. Children's understanding of the wider world is developed through books available, and their interests such as looking at maps and identifying their house from the aerial floor map. Both the pre-school and the out of school club equip the children to move into school, able to settle quickly and be 'ready to learn'.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

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| 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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