

# Woore Pre-School: Saplings

Inspection report for early years provision

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<b>Unique reference number</b>	224227
<b>Inspection date</b>	03/02/2010
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Woore County Primary School, London Road, Woore, Crewe, Cheshire, CW3 9SQ
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<b>Email</b>	
<b>Type of setting</b>	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**

Woore Pre-School: Saplings has been established since 1969. It is a committee run group, operating from a room within Woore County Primary School in the village of Woore on the Shropshire/Staffordshire border. The group serves children from the village of Woore and the surrounding rural areas. They have use of a designated room within the school and in addition to a small outdoor play area, a fully enclosed larger play area with play equipment and use of the school's outdoor play area. There is disability access to the building. The pre-school is open Monday to Friday 9.00am until 2.50pm. There is an additional facility of a breakfast club on a daily basis from 8.00am until 8.50am. There are currently 16 children on roll and this includes eight funded three and four-year-olds. The setting has facilities to support children with special educational needs and or disabilities. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three members of staff who work with the children, two of whom hold suitable childcare qualifications. The group receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The pre-school provides an exciting, stimulating environment in which all children feel valued and fully included in a wide range of activities. The staff team are very effective at promoting the children's welfare and ensure that they enjoy their activities. Partnerships with parents and the host school are outstanding and ensure that individual needs are met. Manager and staff have a very clear understanding of the setting's strengths and areas for improvement and there is an outstanding record of continued improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop the sensory garden and its resources in the outdoor area.

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

Staff have an excellent knowledge of safeguarding policies and procedures. Risk assessments are carried out regularly and updated to ensure the safety of the children. Security is given a high priority and children are supervised at all times. Comprehensive policies and procedures are fully implemented and there are robust recruitment and collection procedures in place.

Partnerships with parents and carers are outstanding and feedback is very positive.

Parents say that staff are hard working, caring and professional. They feel that they have made the first steps of their children's life in education a happy and great experience. There are very positive relationships between parents and staff. They are kept very well informed about their child's achievement and progress at pre-school open weeks, where key staff share the children's learning stories with them. They also keep parents well informed of special events, topics and workshops through newsletters, informal discussions and the parents notice board. Staff have introduced a home school link book to promote home learning. Parents are very supportive of the setting and help to organise very successful fundraising events. There are excellent links with the host school and children regularly attend special assemblies. Information is shared very effectively with Foundation Stage staff and there are excellent transition arrangements in place to prepare children for full time school. The oldest children from pre-school join the reception aged children for 'letters and sounds' sessions in their final term at the pre-school.

Leadership and management are outstanding, because there are excellent self-evaluation systems in place. Manager and staff meet weekly to plan and share assessments with one another. Excellent progress has been made in addressing the recommendations of the previous inspection. In particular, there has been excellent development of creativity in activities and children's art work helps to make the indoor environment vibrant and exciting. Staff demonstrate an outstanding commitment to the development of high quality practice. They work very well together and regularly monitor children's achievements and set challenging targets. Staff actively promote equality and diversity and all children achieve very well. They are well deployed and very effective use is made of resources to meet the needs of the children. Staff regularly access training to build on their existing qualifications. The main area for development is the sensory area of learning in the outdoor environment.

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

Children quickly settle and are very well cared for in a welcoming, inclusive environment. They are keen and interested in the wide range of activities available. They behave very well and are fully involved in their play. Staff are excellent role models and have high expectations for behaviour and learning. They value the children's ideas and include these in the planning. There is very well planned play both indoors and outdoors.

Children's health and safety is promoted very effectively. They have an excellent understanding of keeping healthy and safe. They enjoy preparing their own muffin based pizzas and smoothies for snack time and learn how to make healthy choices. Independence is promoted very well as they wash their own hands and pour their own drinks. It is also evident as they engage in physical play in the indoor and outdoor environments. They learn to stay safe and have an excellent understanding of handling tools carefully when they create collages and construct models. They also benefit from talks about safety from the policeman and fireman.

The children have interesting and varied opportunities to learn through play. They

enjoy dressing up as cowboys and princesses and relate very well to one another as they play with the castle and the pirate ship. Most children can count up to 20 and beyond and they enjoy singing songs such as 'Five Little Ducks' to practise their counting skills. Creative skills are developed very well as they mix colours and paint abstract pictures for their art gallery and create glittering interpretations of a star filled sky. They listen very attentively to stories such as 'Whatever next?' and eagerly tell one another about the characters in the story. They tunefully sing 'Twinkle, Twinkle, Little Star' to an imaginative accompaniment improvised by one of the children. All children can identify shapes hanging on the 'shape' tree and most can write their own names. They are making very good progress with their letters and sounds and enjoy looking at their reading books with staff and parents. Overall, their skills are developed very well. Festivals such as Diwali, Christmas and the Chinese New Year enrich the children's experiences and they enjoy visits to a local farm, going on teddy bears picnics and fundraising activities. Overall, they are very well prepared for their next stage in learning in this bright, stimulating setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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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