

Whitchurch Under 5`s Pre-School

Inspection report for early years provision

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Inspector Crystal Gail Robertson

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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

Whitchurch Under Fives Playgroup is a committee run pre-school group that operates from a converted bungalow adjacent to Wansdyke Primary School in Whitchurch, Bristol. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five rooms which are used for different activities and securely enclosed garden areas for outdoor play. There is disabled access to the setting. It serves the local residential area. The setting may care for 18 children at any one time. There are currently 32 three and four-year-old children on the roll. All children are funded and attend for a variety of session. The group opens five days a week during term time only. Sessions are from Morning Session: 8.30am - 11.30am, Lunch session: 11.30am - 1pm and Afternoon session: 1pm - 4.30pm, with some children attending for the full day. There are six part-time members of staff who work with the children, all have early years qualifications. In addition, there are a further two staff members who help at lunchtimes only. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language, although there are none on roll at this time. The group have a link with Wansdyke Primary, the host school. The setting receives support from the local authority. Parents serve on the committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Whitchurch Under Fives provides a good level of care and learning for all the children. This is an inclusive setting where everyone is equally respected and cared for. Parents state, that this is a fun place for their children to come and learn. Behaviour is outstanding, children respond with enthusiasm and interest to all the activities. The manager is an effective leader, knows how the provision can be improved and has developed a team of hard working dedicated staff. Together, they are determined to make the setting even better.

What steps need to be taken to improve provision further?

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

- involve the children in making daily safety checks so they become more aware of how to keep safe in their daily lives
- build on the self-evaluation process to assist the monitoring and development of the setting
- encourage parents and childminders to contribute to children's learning diaries.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because they are protected by thorough and detailed policies and procedures which the staff fully uphold and put into practice. For example, the manager completes risk assessments to ensure children are safe when walking to the host school to share assembly. There is a detailed list of safety checks that are carried out daily, but children do not yet assist the adults so they can develop a better understanding of how to stay safe. All the records, policies and procedures are shared with parents and are constantly being updated. There are comprehensive child protection procedures and all staff are well trained in the procedures for dealing with any concerns that might arise. All these measures help to give children a good standard of care and education.

The accommodation is really interesting and has been well adapted by the staff to meet the children's needs and interests. Each room has been well thought out, well-organised and effectively resourced to promote children's learning, confidence and independence. The outside area is closely supervised and equally as interesting as the inside. It is open to the children throughout the session. This is a good inclusive setting where all children and adults are fully respected, relationships and team work is strong.

The setting has outstanding links with the parents. Parents all spoke highly of the care, safety and enjoyable time their children have here. As one succinctly put it 'I am sorry I am too old to come!' They receive regular information about what their children do, learn and achieve. Children's learning diaries are shared with the parents and they are encouraged to contribute but do not do so. There are effective partnerships with the host primary school and children are well prepared to go on to their next stage of education. There also strong links with other providers of childcare such as childminders.

The setting is well run and managed. The manager and her deputies know the strengths and the areas to develop in the future. They have begun to use the Ofsted evaluation form but it is still at an early stage of development. All staff work effectively and efficiently as a team guiding children in their learning, to ensure they make good progress toward the early learning goals.

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

Children and all staff share warm and caring relationships. Relevant information collected from parents and other sources is used well when children first start at the setting to ensure their particular needs are appropriately met. As a consequence, children enjoy learning and look forward to coming to share and play with their friends and the adults.

Children quickly become absorbed in their learning and make progress. For example, in an on the carpet sharing session children proudly show their news

items with the rest of the group. They talk about what they have brought today and are confident enough to ask their audience if they have any questions they want answered about the object. The staff use this opportunity well to engage the children in meaningful conversation, increasing their vocabulary as well as their ability to hold conversations with each other and adults. It is also used to develop a beginning of phonic understanding. Children respond well to the well deserved praise given to them by the staff. They become excited when it begins to snow. One wanted to catch a snow flake in his pocket. The deputy saw this as a good opportunity to show what would happen to the snowflake. Outside the children watch the flakes fall, capture them and then watch them melt and disappear. They become scientists learning about what happens when ice is heated.

Children have an exceptionally well developed understanding about healthy eating and how to stay healthy. At snack time, for example, they know they must pay attention to washing their hands. They enjoy crackers especially with the spread they put on to it. They know about the importance of cleaning their teeth and that milk is good for their teeth. They enjoy physical activity outside and in the special room in the bungalow and put much energy in to their activity. Snack time is a time to chat with friends and staff to relax and have fun. They are outstandingly well behaved as they know what the staff expect of them and why.

Story time is a favourite time for all the children. They listen attentively and willingly join in with the well known parts of 'Mrs Honey's Hat'. Children carefully look at the pictures as the story teller asks thought provoking questions for them to answer. The bright and colourful book area is used well to encourage children to select books for themselves, to talk about the pictures and words with their friends. No time is wasted at this setting. This is good preparation for future life and learning.

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	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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

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