

Woodford Methodist Pre-School

Inspection report for early years provision

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23/06/2010

Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Woodford Methodist Pre-School opened in 1963 and is managed by a committee of parents. The group meets in the Woodford Methodist Church Hall in Woodford, a residential area of Plympton. The setting have use of the large main hall, a smaller room, and a fully enclosed garden area. The pre-school share the toilet facilities and kitchen with other users of the premises. In term times the pre-school operates every weekday from 9.00am to 3.00pm.

The pre-school is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. It is able to care for a maximum of 39 children in the early years age range. Currently, there are 66 children, aged from two to four years, on roll. The pre-school receives funding for nursery education, and supports a number of children with special educational needs and/or disabilities. The setting employ 12 members of staff, including an administrator, with most staff holding a relevant level three childcare qualification.

During three weeks of the summer holidays the setting offers a holiday club for 39 children, aged from two to 11 years. It operates from 10.00am to 3.00pm on Monday to Fridays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have an excellent understanding of most principles underpinning the Early Years Foundation Stage, with each and every child having their individual needs met well. The children access a very enabling environment, which promotes their learning in all areas extremely effectively, with a good balance of child initiated play. The staff are very attentive and support every child sensitively in all aspects of their welfare and learning. Excellent relationships have been developed with parents and others, ensuring that children receive high quality and consistent care. The setting have developed very effective systems for monitoring and evaluating the provision, and are committed to making continuous improvements for the children attending.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment, clearly stating when it was carried out, by whom, and the date of review (Documentation) (also applies to both parts of the Childcare Register, Suitability and safety of premises and equipment)

07/07/2010

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

- continue to review the policies and documentation to ensure that they are clearly written and are a useful guide to staff and parents

The effectiveness of leadership and management of the early years provision

All the staff are very confident, knowledgeable and work exceptionally well together to meet every child's individual needs. They are fully aware of their role and responsibility in ensuring children are kept safe and secure at all times. However, the setting have failed to maintain a written risk assessment of the premises and the equipment children access. Although children are not currently at risk, it is a legal welfare requirement that this documentation is kept. Staff undergo robust checks to ensure they continue to be suitable to work in childcare and they supervise children appropriately at all times, especially in the shared areas. Due to the rigorous attention to maintaining a secure environment for all children, staff escort children to the shared toilet and hand washing facilities. This has a detrimental affect on the flow of some activities and impacts on children's developing independence. All staff have a thorough understanding of what to do if they have any child protection concerns, and are confident to act independently if they need to.

Staff plan and set up a very enabling environment for children to access. Resources are deployed very efficiently and the setting make very good use of the facilities on offer. A stimulating range of equipment is available to children both inside and outdoors, so they can choose where to play and learn. The resources are very flexible and encourage children to use them imaginatively, for example an area in the garden is a 'den' to one child, but a 'workshop' to another. A key strength of this provision is how staff observe what children are doing and respond immediately with additional resources or ideas to extend and support children's individual interests and path of learning. The children are grouped effectively for some adult-led activities, ensuring the varying needs of the different ages attending are challenged appropriately. Every child's differing needs are identified and embraced by the setting, with staff valuing and fostering a positive and inclusive environment. Activities and resources promote children's understanding of diversity, equality and respect for each other. Excellent links are formed between the setting, parents and others, helping to build consistency for children. Staff work diligently to seek additional help and support for children with additional needs, ensuring that parents are fully empowered to be at the central part of the process.

The setting are developing excellent systems to maintain continuous development. Parents views are sought on all aspects of the provision for their children, with the group acting positively and promptly on the feedback. For example, in response to parents views the group have set up regular monthly meetings for parents, with speakers visiting to keep parents updated on various aspects of their child's well-being, such as healthy lifestyles or on the transition process from pre-school to school. The setting regularly review all aspects of the provision, evaluating the

quality and routines continually. Documentation, such as policies and procedures are updated in-line with any changes, and are very comprehensive. However, some of the policies and procedures are not written in a clear and explicit way. The setting continue to drive improvement through maintaining a quality assurance scheme, and supporting their staff to continue their professional development through training.

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

Children enjoy attending the setting, they are happy, confident and developing some very positive relationships with everyone in the setting. Every child is well known by the staff, their individual characters and interests are valued and embraced within the group. All children are making excellent progress across all areas in their learning and development. Excellent systems are in place to establish what children know and can do on entry to the setting. This is extended by continuous observations and assessments, carried out by the staff, of each child's interests and style of learning. This valuable information is used very well to influence the planning of the environment and activities for children. Evaluation of each child's learning and achievements are recorded in beautiful learning records, with specific 'next steps' individually identified and linked to future activities. Staff are very confident to adapt the flexible planning to follow children's emerging interests and learning throughout the session. For example, a child plays with the wooden blocks and the small balls, experimenting hitting the ball with the block and watching the ball fly through the air. Staff recognise this learning opportunity and supplies the child with a selection of bats and racquets, offering support and praise to the child, in his developing skills and co-ordination.

Children are inquisitive and have a positive disposition towards learning, they are confident to try out new ideas and use their imagination. A group of children enjoy working together to build a car out of the large wooden crates, including making a car seat for the doll so she stays safe. The children use their imagination and negotiation skills as they journey all around the country. Other children explore the flow of water and balls down a system of pipes and guttering propped up by milk crates. They take turns in pouring the water or floating balls into the network, watching and commenting on how the water flows. Children play with a set of balance scales and a quantity of play dough, adding and subtracting dough to try and make it balance. Other children enjoy painting their own pictures, cutting various materials and gluing them onto a card to make a special present for their family. Children are encouraged to make marks and write for a purpose in various activities, with clip boards and pencils readily available in the outdoor environment. Children spontaneously draw a picture, telling the adults all about their art, counting as they add legs and concentrating carefully as they put the fine details onto their drawing. Books are well used in the setting, with children freely accessing books both indoors and outside, 'reading' to each other and with the staff. Group story times are lively and children interact well, joining in with the familiar phrases or rhyming words. Phonic and listening skills are developed through small group work and children identifying their names at registration and snack time.

Children learn how to care for themselves, with staff reminding children to keep their sun hats on and drink plenty of water to keep them hydrated in the hot weather. They freely use the outdoor area, regardless of the weather, so children can be active and learning in the outdoor environment. At snack time children are offered a range of healthy fruits and a choice of fresh water or milk. Children who stay for lunch bring their own packed lunches, which are stored appropriately in the fridge. Meal times are social and happy events with children choosing who to sit with and are very well supported as staff sit with the children in small groups to interact and promote good social skills. Visitors to the setting help children learn about the world around them. The local police officer visits regularly to read stories and explain to children about 'stranger danger' and road safety. Children learn about their own culture and festivals as well as those of others. The adjoining church is used for the setting to conduct their own wedding celebration, and the Reverend visits the group whenever possible to form a positive link between the children and the church. The children are well prepared for the move from the pre-school to school with careful planning and visits to the local schools, which children may attend. Reception teachers also visit the preschool to get to know the children in a familiar environment. As a result children are enthusiastic about their new uniforms and the new adventure they are ready to embark upon.

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	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	2
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

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 07/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 07/07/2010