

Woodcote Pre-School Group

Inspection report for early years provision

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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.

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Description of the setting

Woodcote Pre-School Group opened in 1966 and is run by a parent management committee. It operates from the village hall in Woodcote, a small village north of Reading. Children attend from the local and surrounding areas. The pre-school has access to three rooms, and two rooms are available for sleeping young children. There is no permanent outdoor area, although temporary fencing provides an enclosed outdoor space during session times and the pre-school makes use of local outdoor facilities. There is some disabled access to the premises and additional ramps can be obtained as necessary. The pre-school is open from Monday to Friday from 8.30am until 3.30pm during school term times.

The pre-school is registered to care for a maximum of 37 children from one year to under eight years, all of whom may be in the early years age range. It currently cares for 42 children on the Early Years Register. It is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years although currently has no children on roll in this age group. The pre-school supports children with special educational needs and/or disabilities.

The pre-school is in receipt of funding for the provision of free early education for children aged three and four. Partnership arrangements are in place with other local early years settings.

The pre-school employs eight staff, of whom six hold level 3 qualifications. The manager is working towards a level 4 qualification and another member of staff is working towards a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals in this safe, well-organised and welcoming pre-school. Staff meet children's individual needs effectively by recognising the uniqueness of each child and by developing positive partnerships with parents. Good links are in place with other local early years settings to help support children's welfare and learning. Comprehensive policies and procedures generally work well in practice. Self-evaluation processes accurately reflect current practice and there is a strong commitment towards continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff consistently adhere to the behaviour management policy (Behaviour management). 07/07/2010

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

- use the 'look, listen and note' section of the Practice Guidance for the Early Years Foundation Stage to track children's progress in Information and Communication Technology.

The effectiveness of leadership and management of the early years provision

Staff are familiar with safeguarding children procedures and routinely update their knowledge through regular training. Effective recruitment, induction and appraisal procedures ensure that all staff are suitable to care for children, have appropriate background checks and are suitably qualified. Daily risk assessments, effective safety procedures and good supervision ensure that children stay safe during their time in the pre-school. The pre-school routinely reviews policies and procedures ensuring that most work well in practice, although not all staff follow the behaviour management policy effectively. In practice, however, this has little impact on children who demonstrate good levels of behaviour for their ages.

The pre-school shares a community building and staff pack away resources on a daily basis. They make good use of the space and plan activities carefully to ensure a variety of experiences for children in each age group, both indoors and outdoors during each session. The pre-school promotes sustainability by emailing information where appropriate instead of using paper, and by teaching children about recycling and how to care for their allotment.

There is a strong commitment to promoting equality and diversity. Careful monitoring of individual children's development and observations of their interests enable staff to plan activities to meet their needs. Children with special educational needs and/or disabilities receive good levels of support as staff work closely with parents and outside agencies to plan and monitor appropriate strategies. All parents receive routine information about their children's progress through daily discussions and written diaries. Parents are complimentary about the pre-school and state that they feel well-informed. There is a strong parent management committee in place which supports staff effectively, and actively contributes to self-evaluation processes. Good links are in place with other local early years settings. For example, staff work closely with a teacher in the local school to support the planning of activities for older children.

Self-evaluation procedures are rigorous and take into account the views of staff, parents and children to inform further developments. For example, a breakfast club is now in place in response to parents' suggestions, and staff organise more outings in the village in response to children's suggestions. Staff morale is good and the manager demonstrates strong leadership, with a commitment to monitoring, reviewing and prioritising different aspects of practice.

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

Children enter the pre-school happily and quickly settle to a range of interesting activities. Younger children enjoy exploring a seaside cafe, pirate ships and a tray of pasta with good support from staff. They respond eagerly to Caribbean music and become animated when staff provide them with scarves and ribbons to use as part of their dance. They learn how to print with paint using sponges to depict different transport and they talk about trains, planes and holidays. They confidently take part in a group parachute game which helps them to develop physical and social skills effectively.

Older children enjoy activities in a separate area from younger children during the morning session. They show good levels of confidence and independence, and are able to share resources readily. They eagerly take part in a matching game supported well by staff and engage in a lot of discussion as they learn the rules of the game and how to take turns. They become engaged in play cooking and staff extend their learning effectively through discussions about ingredients, measuring and the utensils needed. They explore construction bricks and industriously build a variety of models while staff encourage them to think about the colours and shapes they are using. They enjoy trying on and matching shoes, and with the support of staff, they talk about whether shoes are too big or too small and learn how to measure shoe sizes.

Children develop good relationships with their key person and with other staff. They readily turn to staff for cuddles and show that they feel safe and confident in their care. When they need additional support or reassurance staff readily provide this, giving children extra time and attention appropriate to their individual needs. Children demonstrate good levels of behaviour as most staff use effective strategies to manage any disputes and to promote positive social skills.

Children have good opportunities to learn about healthy lifestyles. They enjoy nutritious meals and snacks, such as a shepherd's pie, vegetables, yoghurt and fruit, and staff offer them additional helpings if they are particularly hungry. All children have daily opportunities to spend time outdoors and enjoy activities such as sand, water, ride-on toys, role-play and construction. They routinely visit their allotment to water the plants and they have regular opportunities to visit the local play park and recreation field. They develop a good understanding of sun safety as staff remind them to wear hats and talk to them about the importance of sun cream and having extra drinks. Children also have good opportunities to learn how to keep themselves safe as staff remind them about safety procedures, such as not climbing on furniture.

Staff carry out regular, in-depth observations of individual children together with spontaneous daily observations which enable them to carefully track children's progress through the Early Years Foundation Stage. However, staff are not yet confident in gathering evidence to support children's progress in using information and communication technology. Children's records show that they are making good progress in most areas and some are making very good progress.

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	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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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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