

Winsley Acorns Pre-School

Inspection report for early years provision

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Inspector Michelle Tuck

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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

Winsley Acorns has been registered since 1993 and relocated to its current premises in 2010. The pre-school operates from a new, purpose built sole use unit in the grounds of Winsley Church of England Primary School, Winsley near Bradford-upon-Avon, Wiltshire. The group has their own entrance and fully enclosed areas for outdoor play.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children aged two to eight years may attend the pre-school at any one time. There are currently 34 children on roll, all in the early years age range. The pre-school is open every day in term time: Monday to Thursday 9am - 3pm and Friday 9am - 12.30pm.

The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications. The pre-school is run by a committee of parents. It is supported by the local authority and the teacher advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of children's individual needs ensures that staff successfully promote all aspects of children's welfare and learning. Children are safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Good use of observation and continually developed planning and assessment systems provide good extension of children's interests alongside active support. Strong partnerships with parents and some providers help to build positive relationships and ensure the needs of all children are followed. Staff have effective systems in place to monitor and evaluate the provision to support continuous improvement in the care provided for children.

What steps need to be taken to improve provision further?

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

- extend the two-way flow of information with new parents to promote a shared understanding of children's starting points in each area of learning.
- build links with all other providers offering the Early Years Foundation Stage to ensure adults communicate and work together for the benefit of each child, so there can be continuity in their learning.

The effectiveness of leadership and management of the early years provision

Staff work well as a team and are well organised. The setting is safe and secure due to thorough risk assessments and regular checks, which means that children

can play freely and safely. Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the group. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children. Ongoing training helps ensure staff are clear on their roles and responsibilities and supports their continual development.

The staff provide a warm and welcoming environment where resources are easily accessible to all regardless of background and ability. Daily use of the outdoor play space widens children's learning experiences and enjoyment and promotes a healthy lifestyle with fresh air and exercise. A thoughtfully planned play environment successfully promotes children's independence and allows them to make their own choices about their play. The effective key person system means children's individual needs are well supported and all relevant information is exchanged between staff. Staff share clear aims and objectives for the pre-school and are focused on continuing to make improvements in all areas. They are quick to identify and address key issues and are building systems to enable them to continue to identify strengths and weaknesses to ensure sustained improvement.

Good relationships are developed with parents and carers which means they are well informed about the provision and increasingly involved in their child's learning. Parents receive updated information regularly and there is an informative notice board. Parents are encouraged to share what they know about their child before they start at the pre-school, although not specifically for each of the six areas of learning. Once they are attending, 'Wow' forms are sent home to encourage parents to note children's achievements so they can be shared with the pre-school staff. There are many opportunities for sharing information to meet individual needs as key persons are always on hand to chat to parents at the beginning and end of each day. Pre-school staff link well with other professionals or carers working with individual children. This helps all those supporting the children to work consistently to support the children's needs. Good links have been established with the local schools where all children go on to attend and some links have been made with other settings that provide the Early Years Foundation Stage.

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

Children are happy, settled and secure and enjoy their time at the pre-school. Staff have a good understanding of children's individual needs and make sure children feel secure, valued and included. Observational assessments are completed to monitor children's progress. These are used effectively to tailor the flexible planning and help children move on to the next step in their learning. Children enjoy a good range of learning experiences both inside and outdoors, which successfully promotes their learning and development. Staff get actively involved in children's play and provide good support. For example, children are provided with various art materials to make different ice creams to sell in the ice cream parlour, where staff visit to purchase their favourite flavour. Children are well behaved and happy to share with others, such as taking turns on the computer. Staff acknowledge their co-operation with one another by giving them praise, which

helps to boost children's self-esteem. Equality and diversity is very well promoted; as a result children are extremely mature in the way they accept each other's differences.

A key strength of the setting is how the well-organised environment supports children in their independence and allows them to make choices. Most resources are stored at child height and well labelled. They freely select what they need to create a picture and use mark-making tools to make their marks and write their names on their artwork, which helps develop their emergent writing. Children communicate well, initiating conversations and confidently describing what they are doing during activities. They enjoy taking part at circle time talking about different things they have learnt; for example, they know they will find crabs, jelly fish and sea anemones in rock pools. They also know why they would wear sun glasses and sun cream on the beach. Children have regular opportunities to use number and counting during daily routines and activities. For example, they count the number of items and match the corresponding number on the computer programme; they show good control as they use the mouse to click and drag the matching objects. Children explore the consistencies of a wide range of media and materials, such as damp and dry sand, water and ice cubes, corn flour and dough.

Children's health and safety is promoted well. Children have daily access to the outdoors, which ensures they get plenty of fresh air and exercise. Staff follow appropriate daily routines to help maintain a clean environment and children access the bathroom to wash their hands automatically without being reminded. Children enjoy a varied range of healthy snacks and learn to do things for themselves as they butter their own crackers and pour their own drinks. Children are learning to keep themselves and others safe; for example, they know they must not run inside.

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	1
The extent to which children achieve and enjoy their learning	1
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	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