

Walford Pre-School

Inspection report for early years provision

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Inspector	Janette Elizabeth Owen

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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*.

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Description of the setting

Walford Pre-School has been open since 1975 and operates from the village hall near Ross-on-Wye. The group serves the local community and surrounding villages. Children have access to a designated secure play area and all areas of the premises are fully accessible. The group opens five days a week during school term-times. Sessions are from 09.00am to 12.30pm and until 03.00pm on Monday and Wednesdays.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 36 children aged from two years to under five years on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven part-time staff who work with the children. Five members of staff have early years qualifications to Level 3 or above, one member of staff is currently completing a foundation degree. The setting receives support from the local authority, they are a member of the Pre-School Learning Alliance and hold a Quality Assurance award at bronze level.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make excellent progress given their starting points and capabilities due to the exemplary organisation of the educational programme and the high quality of teaching. Arrangements to ensure the welfare of children are effective and evident through the excellent practice used within the pre-school. Good links with parents, carers and others help to involve them in their child's care and education, they are kept well-informed of their child's progress by very competent staff who are experienced and recognize children as unique individuals. The systems to monitor, review and reflect on the practice used within the pre-school are robust and contribute to the high quality of care and education provided for all children.

What steps need to be taken to improve provision further?

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

- ensure the committee is given full information and guidance on its roles and responsibilities.

The effectiveness of leadership and management of the early years provision

The day-to-day organisation of the pre-school clearly reflects the commitment of the play leader and staff in ensuring excellent outcomes for all children. Staff work

effectively and efficiently together, with designated roles and responsibilities. There is a common sense of purpose between adults working together to ensure that all groups of children have the opportunity to achieve as well as they can. The professional development of staff is encouraged and staff update their knowledge and understanding of childcare issues regularly. For example, staff have attended safeguarding training and one member of staff is working towards a foundation degree in early years. The staff have a good understanding of safeguarding procedures, this enables all staff to play a full and active role in protecting each child because they understand their roles and responsibilities, working with relevant agencies to protect children. Robust vetting and recruitment procedures ensure that all staff working with children are suitable to do so. Safety and security is managed to a high level and monitoring systems are in place to ensure this is maintained throughout the environment used by children. Procedures in relation to administering medication, managing accidents and maintaining hygiene standards are good. Consequently, children's good health is promoted effectively.

The environment, both indoors and outdoors, provides extensive opportunities for children to play and use their natural curiosity to explore new ideas and concepts. The splendid outdoor environment is well-designed to enable children to make the most of the excellent learning opportunities provided. Outcomes for children are attributed to the excellent use of resources, particularly the outside area, and include the highly effective deployment of staff. All staff have a very good understanding of appropriate teaching methods and use them consistently while encouraging children to be independent, active learners. The curriculum is enriched by the well-planned activities and the use of good quality equipment and resources which stimulate children's interest. Consequently, children are well-motivated to learn and enjoy their time at the pre-school.

The contribution of parents and carers to the pre-school and to their child's development are valued. Systems for sharing information are good, they receive comprehensive information on how the pre-school is run and are encouraged to play a role in supporting the group in various ways. For example, helping on parents rota, being part of the management committee or sharing a skill or expertise with the children which enhances their learning opportunities further. There is a strong community spirit within the pre-school which helps children to develop their identity and sense of community. Good links with local schools are beneficial in helping children as they transfer into school. The play leader has a good understanding of the benefits to children of working in partnership with other settings they may attend and works hard to develop these links. There are good systems in place for working with other agencies and professionals, this ensures all children receive the support they require.

The play leader has instigated effective procedures to monitor and review systems and procedures used within the pre-school, this ensures the day-to-day organisation of the pre-school is very well-managed. The committee plays a vital role in supporting the group. However, systems to ensure they have access to all relevant information hampers their ability to fully understand their roles and responsibilities in supporting the play leader and staff as fully as possible in delivering the Early Years Foundation Stage framework. The committee, parents and staff have been involved in the self-evaluation process which has led to clear

targets being set to further improve outcomes for children. The recommendations made at the previous inspection have been effectively addressed.

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

Children thrive as a result of the environment and support they receive. They are making exceedingly good progress in their development across all areas of learning, given their starting points and abilities. Those children who require additional help to reach their full potential receive good support from the special educational needs coordinator. Children show an extremely strong sense of security and belonging within the setting, they are settled, confident and independent and have developed excellent relationships with adults and other children. They play well, independently or with other children, becoming active, curious and inquisitive learners. The atmosphere of busy purposeful play spreads throughout the nursery as all children happily engage in the rich variety of activities provided, developing excellent skills for the future. For example, children participate in nature walks, collecting an assortment of natural materials. They spend time observing, comparing and noting the similarities and differences in the plants and leaves found. Children's good command of language is demonstrated as they talk about different size, colour and shape; identifying some plants and flowers by name. The excellent interaction by staff helps extend children's understanding through the use of open questions, which draw out children's existing knowledge and experiences. Children are imaginative and creative, gluing plants and leaves on individual pieces of cardboard to make pictures. Staff extend the activity to include all children in a large group task, enabling children to work cooperatively on a large collage. The theme was continued through an imaginative activity as children acted out the story 'We're going on a bear hunt'.

The exceptional organisation of the educational programme reflects the varied and imaginative experience provided that meet the needs of all children exceedingly well. Teaching is rooted in an excellent knowledge of the Early Years Foundation Stage learning and development requirements and a full understanding of how children learn and progress. The exceptionally good key person system and a good relationship with parents enable staff to get to know children's individual needs, interests and characters well. This information is used alongside ongoing observations and assessments of children's progress so that staff can adapt their teaching methods and activities to suit individual children and ensure they are able to make rapid progress towards the early learning goals.

A strength of the provision is the promotion of children's independence and good behaviour. Staff are excellent role models who provide extensive opportunities for children to develop their independence, good dispositions and attitudes. Children demonstrate a good understanding of rules and codes of behaviour. For example, they ensure fair turns are taken when using equipment, such as the trampoline, by using an egg timer. Children are developing excellent negotiation and cooperation skills which are supported well by staff. Circle time is used exceedingly well to enable children to develop their skills in conversation, to discuss and share ideas about activities and for staff to remind children to be kind and considerate and to

help one another. The staff are highly skilled and sensitive in the management of children and their behaviour, resulting in excellent relationships being developed.

Activities, such as gardening, are used extensively to promote children's understanding of healthy lifestyles. They grow plants and vegetables which they harvest and use in cookery activities, helping children understand the benefits of healthy eating. Opportunities for children to be physically active are integrated throughout the planned activities. For example, children begin the morning with simple stretching exercises, they move freely around and enjoy physical activities, indoors and outside, using a varied range of physical apparatus or by going on walks. The pace of physical activities is considered and children have time to engage in vigorous exercise, such as parachute games, or to join in with quiet relaxing exercise while listening to music. Children's understanding of safety is appropriately managed. Staff help children understand the reason for rules and codes of behaviour and teach them to use tools and equipment safely and appropriately. Children's own understanding of safety, including fire and road safety, are promoted using strategies such as role play scenarios, stories and real life experiences.

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	1
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

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