

Wollaton Village Pre-School

Inspection report for early years provision

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Inspection date	13/04/2010
Inspector	Lynn Dent
Setting address	Wrights Institute, Wollaton Road, Wollaton, Nottingham, Nottinghamshire, NG8 2AN
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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

Wollaton Village Pre-School is committee run. It opened in 1963 and operates from the play room and associated facilities within the Wrights Institute building in Wollaton in Nottingham. There is ramp access to the premises.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 19 children at any one time. There are currently 39 children aged from two to under five years on roll, some in part-time places. The setting is in receipt of nursery education funding.

The pre-school operates during term-time only and is open each weekday from 9.05am to 3.00pm. All children share access to a secure outdoor play area. Children mainly come from the local area. The pre-school currently supports a number of children who speak English as an additional language. The committee employs seven staff. Of these, six hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff clearly understand how to plan and provide a good range of experiences and use everyday routines to promote children's learning and development. Their learning is also extended in the outdoor play area and through visits in the local community. The resources to challenge more able and older children's physical development in the outdoor play area are limited. Staff are mindful of children's safety and ensure that the premises, resources and venues for outings are checked before use and there is generic record of risk assessments for outings. Effective systems are in place to enable the staff to work in partnership with parents and carers and they have developed methods to share information with other childcare providers, helping to promote consistency for the children. The management and staff have a clear understanding of the strengths of the setting and areas for improvement due to the effective self-evaluation systems in place.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include assessments of risks for each type of outing
- improve the resources to support children's learning and development in the outdoor play area; this is with regard to physical play equipment to provide challenge for older and more able children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because robust systems to check that all staff are suitable to work with them are in place. The induction procedure ensures that staff are armed with the knowledge and skills to implement the settings policies and procedures. The appraisal systems ensure that staff continue to be suitable to work with children. Staff are mindful of children's safety and carry out daily checks of the premises and resources. Consequently, no hazards were identified on the day of inspection. An annual record of risk assessments is completed and includes a generic risk assessment for outings. However, this does not include risk assessments for each individual outing, although staff can explain how they do this in practice and in accordance with the policy for outings. Children's welfare is protected because staff understand their responsibility to record and report concerns both within the setting and in accordance with the Local Safeguarding Children Board procedures.

Effective partnership working with parents means that information is shared about the children, helping staff to meet their individual needs. Good systems are in place to share information with other settings that children attend; this includes the exchanging of written information in a notebook and discussions when children arrive and leave the setting. As a result consistency in their learning and development is promoted. The setting is fully inclusive and promotes quality and diversity extremely well.

The management show a commitment to improving the provision. As a result effective systems have been developed to ensure that the opinions of parents, staff and children are sought regarding the setting and this information is used to plan and deliver improvements. Action has been taken to address the recommendations from the last inspection showing a further commitment to improvement. A range of detailed policies and procedures have been developed and are systematically implemented to underpin the welfare of the children. Records containing personal information about the children are well-organised and readily available to underpin their individual welfare, learning and development requirements.

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

Children are making good progress in their learning and development because staff provide a wide range of interesting activities and ensure children have the time to extend these. The effective organisation of the day and premises means that children can access toys and resources at will which helps them to make independent choices. Children are confident to initiate their own play and learning and are engaged due to the effective support from staff. Parents are asked for detailed information about their child's welfare needs and their stage of development and learning when they first attend the setting. Staff also spend time getting to know their key children by talking to and observing them. The

information gathered is used to develop well-annotated records of children's progress and to set future goals for them to achieve. The child's key person then ensures that this information is taken into account when planning future activities enabling all children to make progress.

Children are effectively supported to develop their independence, for example, staff encourage them to put on their coats and fasten these when going out to play. All children have an extremely clear understanding of how to maintain a healthy lifestyle. As a result they independently wash their hands throughout the session without being reminded. They very clearly explain that using soap takes away germs that make them ill. Children clearly understand that they need to eat healthy foods and milk to 'make them grow and make their bones strong'. A specialist visited the setting to work with the children and help them learn about dental hygiene. Consequently, they can explain the importance of this and that they grow new teeth as they get older.

Children have meaningful opportunities to develop their mark making and independent writing. For example, they make lists in the role play area and write party invitations. Most children can identify rhyming words as these are practiced at circle time showing a good understanding of the English language. Children are creative because staff work encourage them to design their models and to solve problem such as how to join pieces together using a range of equipment such as sticky tape and glue. They enjoy messy activities such as playing in a corn flour mix and with play dough and use these activities to accurately identify a range of shapes and count how many heart shapes they have used to make a play dough cake. Children show they understand about pattern as they use a roller and explain that it make lines.

Children have daily access to the outdoor play area and enjoy developing their physical skills on outdoor play equipment. However, the resources available do not provide enough challenge for older and more able children. During outdoor play children continue to learn as staff engage them in games, and other activities such as growing flowers. Children are very well behaved because staff promote a caring atmosphere and effectively help children to learn right from wrong. Children routinely use please, thank you and excuse me showing a respect for their friends. On the day of inspection new children attended the setting. They were fully integrated into the activities and at singing time the staff reminded the older children to sing and not shout so that the noise did not upset their new friends. As a result all children feel safe within the setting.

Children show an obvious respect for others because staff promote equality and diversity extremely well. They provide an extremely wide range of resources to support stimulating activities throughout the year. For example, culturally appropriate crockery in the role play area. Children have a very clear understanding of the world in which they live because they have been learning about different countries and the solar system. They are learning about protecting the planet through re-cycling and go on visits in the local community. The setting also arranges for a number of organisations such as the fire service to visit the setting. A number of the children speak English as an additional language. The languages they speak include Punjabi, Gujarati and Spanish. Staff talk to children

in their own language which makes them feel valued and use sign language and pictures as alternative methods of communication. Consequently, children feel valued. Staff also actively promote the use of English. As a result all children have a very good command of English. An extensive range of dual-language books help children to learn about differences in writing and images around the room portray disability in a positive manner.

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	1
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	1
The extent to which children make a positive contribution	1
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