

Weaverthorpe Pre-School

Inspection report for early years provision

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EY331098

Inspection date

05/05/2010

Inspector

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Setting address

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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

Weaverthorpe Pre-School is run by a voluntary committee. It was registered in 2006 and operates from purpose built premises on the site of Ernehale County Junior and Infant School in Arnold, Nottinghamshire. There are no issues which may hinder access to the premises. Children have access to a secure and enclosed outdoor play area. A maximum of 30 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age only. The setting is open Monday to Friday from 9.00am to 11.45am and from 1.00pm to 3.30pm term-time only. Children may attend an extended session which includes a lunch club.

There are currently 76 children on roll who are within the Early Years Foundation Stage and all of these are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eleven members of staff, including the manager, who work directly with the children. Of these, all of the staff hold an appropriate Level 3 qualification in early years and one is currently working towards Early Years Professional Status. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where they are encouraged to play an active role in their learning and development and where their individual needs are being successfully met. They enjoy a rich programme of activities both indoors and outdoors, supported by competent, knowledgeable and caring staff. The pre-school team are highly ambitious and work hard to continuously improve in order to further enhance the play and learning opportunities for children. This is supported by excellent partnerships, both with parents and in the wider context.

What steps need to be taken to improve provision further?

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

- review the storage of resources in the role play and numeracy areas to ensure children have regular opportunities to select and use resources independently
- ensure the record of regular risk assessment checks consistently includes all the necessary information.

The effectiveness of leadership and management of the early years provision

Effective strategies and procedures are in place to help safeguard children; these include a very good range of policies and procedures, clear annual and daily risk assessments and close supervision of the children at all times. Staff ensure no-one can enter the building without their knowledge and all visitors are requested to sign in and out. However, the record of regular safety checks does not always include all of the relevant information. Staff are all appropriately vetted and have a secure understanding of their role and responsibilities, meaning that children are well cared for and enjoy a safe play environment. They work very well together as a team, and the key worker system ensures the day runs smoothly. The staff have an ambitious vision for the future and work extremely hard to develop their practice and improve the learning environment for children. They are keen to increase their professional qualifications as well as undertaking short courses to increase their knowledge and understanding of current practices; this is a key strength of the setting. Staff undertake regular audits and have completed self-evaluation to a good standard in order to evaluate their practice and identify priorities for improvement. Effective staff deployment provides good support for children's welfare and development. The children are central to how the setting operates; staff carefully listen to all children, they fully respect their views, ideas and interests and incorporate these into all aspects of the service. Staff help children develop an excellent attitude towards people's differences by providing an extensive range of resources that reflect diversity and by setting a very good example of how to respect everyone. Equality for all children is consistently promoted and any issues addressed. Staff are effectively deployed within the setting which is well-organised and resourced, with different areas of play set out to enable children to make free choices. However, the storage of resources in the role play and numeracy areas do not always ensure children have regular opportunities to select and use resources independently. Staff are aware of this and are working to develop this aspect of the provision.

The setting has developed excellent partnerships, with parents, other childcare providers and external agencies that support children with special educational needs and/or disabilities and those who speak English as an additional language. Parents are encouraged to take a fully active part in the setting's life, including visiting the setting as parent helpers and talking to children about aspects of their jobs. The views of both parents and children are regularly sought and in turn they are kept up-to-date with current events through notices, newsletters and daily discussions. The staff work collaboratively with the family, childminders, local schools and support services, to help children reach their full potential and ease important transitions in their young lives.

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

The setting is very colourful, bright and inviting because children's individual creative art work is displayed for everyone to enjoy. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future. A lot of the equipment is labelled with words, providing children with a print-rich environment. They also enjoy number songs and rhymes, which enable them to learn, experiment and practise their skills with growing confidence. Children learn important messages about equality and diversity through topic work and the celebration of festivals and important events. Staff plan and provide a rich curriculum to support children's learning and development across all six areas of the Early Years Foundation Stage and extensive attention is given to planning for individual children. For example, children are currently looking at new life and have been observing and caring for tadpoles and a wormery. Outings are undertaken around the local area as well as visitors coming to the setting to teach them about issues such as keeping safe when they visit the local park to learn about the natural world. All of these interesting activities enhance their learning experiences in a practical way. Children's interests form the foundation of the day-to-day provision, because staff take these along with their ideas to plan a variety of stimulating and challenging activities. During games such as matching and sorting activities, children have fun learning about counting from zero to nine to support their developing understanding of numeracy. Staff monitor the children's progress and achievements through good use of observation and assessment systems and use this information effectively to plan a range of activities which will promote individual children's progress.

Children relate exceptionally well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. Staff foster the children's self-esteem through a lot of praise and encouragement as well as reward stickers, and for acts of kindness staff issue reward certificates. All children take part in a good range of activities which support their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area, or play with bats and balls, balancing equipment and ribbons. Freshly prepared snacks provide children with an excellent variety of healthy foods that include a wide range of fresh fruits and vegetables. Staff support children's ongoing good health by maintaining excellent standards of hygiene at all times. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

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	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	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