

Wark Pre-School

Inspection report for early years provision

Unique reference number	EY364559
Inspection date	13/07/2010
Inspector	Jim Bostock

Setting address	Wark C of E First School, Wark, Hexham, Northumberland, NE48 3LS
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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

Wark Pre-School was first established in 1998 and is located within Wark Church of England First School in the village of Wark, approximately 12 miles from Hexham. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time, all of whom may be in the early years age range. It is open Monday to Thursday, from 9am to 11.30am during school term times. All children share access to a secure enclosed outdoor play area. There are currently 13 children aged from two to under five years on roll. Of these, 8 children receive funding for early education. The pre-school serves children from the immediate and extended rural areas. Wark pre-school is one of five settings managed by North Tynies Childcare Limited, a private company. Three staff, including the manager, are employed to work at the setting, two of whom hold appropriate early years qualifications. One holds a foundation degree and one holds a level 3. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team support children's learning well and they are making good progress in their development. They meet the individual needs of the children by offering a high quality provision and by working positively with their parents. Staff have the knowledge and skills to care for children with special educational needs and/or disabilities, those with English as an additional language and those from diverse backgrounds. This enables all children to be well supported. The management team have the capacity to self-evaluate their practice and strive towards constant improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment process so that parental knowledge of their children can be used more effectively from the start of the child's placement
- improve children's access to positive images of difference and diversity.

The effectiveness of leadership and management of the early years provision

The manager and staff have a secure understanding of child protection procedures and know where to make referrals. The setting has ensured that all staff working on the premises are vetted and suitable to be around children. Designated staff are responsible for child protection, children with special educational needs and/or disabilities and managing behaviour. There are good records of risk assessments in

place for all areas of the provision and for outings, to ensure any potential hazards are promptly identified and minimised. All required records are in place to ensure children are well cared for. A full range of policies, including equal opportunities, are in place and shared with parents to ensure they are aware of the setting's responsibility.

Management and staff effectively use the space available, taking into account the limitations within some areas of the building, to ensure children have access to all six areas of learning within the rooms. To meet the needs of the children they regularly change the wide-ranging resources, which children can access freely. The outdoor play area is organised so children have daily opportunities to develop physically within a creative environment. The children join in with the reception class twice per week which provides exciting opportunities for them to experience a variety of play and learning opportunities with older children. Although the setting has many toys and playthings which positively reflect difference and diversity, these are not always immediately available for children. This results in lost opportunities to foster an awareness of diversity in society.

The manager and staff have various systems in place to self-evaluate. The views of staff and parents are considered and areas for development are identified. For example, a range of activity boxes are being developed for the outdoor area so that all six areas of learning can be creatively covered during outdoor play.

Partnerships with parents are good. Parents say that their children enjoy attending, are progressing very well and that communication with staff is very good. Staff communicate with parents at the beginning and end of each session, informing them about their child's routine. Parents are invited to view their children's profile and have progress update meetings two to three times per year. This ensures they become involved with the children's learning and development. Although parent's help complete an initial assessment for their child, this is not focused or used effectively by the setting to meet individual needs from the beginning of the placement. Therefore they are missing some valuable opportunities to promote children's learning and development. The setting has excellent links with other early years providers and schools and supports training to ensure staff are consistently updated with new information. A particularly valuable link is the two sessions per week held with the reception children in the school, which helps prepare the pre-school children for their move into the reception class.

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

The staff have a strong understanding of the learning and development requirements. They observe the children's individual learning and record their development in their profile folders. Observations are consistently recorded for all areas of learning and next steps are identified in the majority of observations. Staff utilise the information they have obtained from concise observations to challenge and extend children's learning as they play.

Children are settled, confident and happy at the setting as they enjoy the day and

relate closely and warmly with the friendly and considerate staff. Effective settling procedures, such as additional reassurance and distraction, enable any child who becomes upset to settle quickly. Children are praised for their achievements which in turn boosts their self-esteem and confidence. They develop good communication skills including pre-writing skills as they use pens and pencils to write letters and make lists in pretend games.

They develop their creative skills well, for instance, as they develop the role play area to mimic a cafe they recently visited. Children have good opportunities to develop their physical skills as they explore the outdoor area where they run around exploring for sticks, leaves and other objects to count and sort. They balance, throw bean bags onto targets and learn fine motor control by using small tools and making a seaside montage from small pasta shapes. They have access to a range of books and take one book home each week so that parents can read the story with their children.

Children develop their problem solving, numeracy and reasoning skills well as they learn about positions in lines, count and sort sticks into size groups and talk about thick and thin sticks. They make good use of the information and communication technology equipment. For instance, they have access to two computers and a good range of other devices. They learn about a variety of cultures from a range of celebrations.

Overall there are effective measures within the setting to ensure that all children play safely. However, at times children are reminded of the dangers of bumping into each other in the outdoor area. Children enjoy playing together and have a mutual respect for each other. They work very well as a team and help to tidy toys. Children are learning to be healthy as they independently wash their hands and dry them on disposable paper towels. They know that they wash their hands because of 'germs'. They enjoy healthy nutritious snacks and know that fruit is good for them. All children regularly receive water and milk throughout the day and staff ensure that they have access to drinks when playing in the outdoor area. They are developing very good skills in communication and managing their own behaviour which is beneficial to their future prospects.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met