

The Village Pre-School & Woodfall Out of School Club

Inspection report for early years provision

Unique reference number	EY253466
Inspection date	06/09/2010
Inspector	Clare Henderson
Setting address	Woodfall Primary School, Woodfall Lane,, Little Neston, Merseyside, CH64 4BT
Telephone number	0151 353 1213
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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

The Village Pre-School and Woodfall Out-of-School Club is one of two provisions that are privately owned by the registered person. It opened in 2003 and operates from a designated mobile unit, with outdoor provision, situated in the grounds of Woodfall Primary School in Neston, Cheshire. A maximum of 30 children aged under eight years may attend the pre-school or out-of-school setting at any one time. The setting supports children with special educational needs and/or disabilities. Pre-school sessions operate each weekday from 9am to 3pm during term time and children attend for a variety of sessions. There are currently 48 children aged from two to five years on roll in the pre-school. Of these, 42 receive funding for early years education. The out-of-school club operates Monday to Friday from 7.50am until 8.50am and from 3pm to 6pm during term time for children from four to 11 years. The out-of-school club has 71 children on roll who attend for different sessions, and of these 29 are within the Early Years Foundation Stage. In response to demand the club operates during the school holidays from 8am until 6pm. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Nine staff are employed to work with the children. Seven staff hold appropriate early years qualifications to level three, one to level two and one is working towards a level three qualification. The pre-school is a member of the Pre-school Learning Alliance and the out-of-school care achieved an Aiming High award in 2005. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Village Pre-School & Woodfall Out-of-School Club is a safe, happy and inclusive place where children have fun whilst making good progress in their learning and development. The setting runs smoothly because it is well led and all aspects of care and welfare are promoted effectively. Partnership arrangements with parents and carers, external agencies, the local school and community are good and further support the children's learning and development. The club knows its strengths and areas to develop well and all adults have a shared commitment to improve the quality of provision and enjoyment for every individual child. This gives management a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- consistently use the information gathered through observations to plan for the next steps needed to extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Robust vetting and recruitment procedures are in place to ensure adults are suitable to work with children. The manager and all adults have a good understanding of the safeguarding policy and procedures and ensure that the children's well-being is given high priority. Managers have drawn up effective policies to ensure children's welfare needs are met and these policies are regularly reviewed. The inclusive nature of the club ensures that it pays good regard to promoting equality of opportunity for all children. Ongoing evaluation of their practice is shared by all adults and staff meet together regularly to discuss how improvements can be made to available provision for the enjoyment of the children. High staffing levels ensure children always have an adult to talk to and this secures their safety. Adults use their good knowledge of the children as individuals well, and the information they gain from parents before their children start pre-school, to ensure children have good access to learning through play. However, although all adults maintain records to help them track the children's learning and progress in the early years group, the information gathered is not used consistently well by all adults to plan for the next steps needed to extend children's learning and development. Good links with external agencies enable staff to help parents support their children's individual, and at times specific, needs well. Relationships with parents and carers are good. They are keen to say they are happy with the pre-school and out-of-school care and with the high level of attention their children receive. As one parent explained 'my child is so settled here'. This was observed during the inspection as children, many of whom had only started pre-school that day, played happily and independently. The manager and staff have established good links with the school which ensures important information is passed from teaching staff to the out-of-school club staff.

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

Children choose from the good range of resources available both indoors and outdoors. They are encouraged to be independent, but know that adults are there if help is needed. Children are praised and their achievements are celebrated through displays such as 'All about me'. There are many opportunities for children to develop communication, language, literacy and numeracy skills in the variety of learning environments created within the room. In addition, children gather together for group learning. Staff skilfully use positive ways to help children learn to manage their own behaviour and give them strategies to recognise and deal with their emotions. They help children find out about different cultures and traditions in the wider community through stories, role play and art activities that teach them concern and respect for others. Children make a positive contribution to the community, regularly supporting each other, such as by undertaking a trampoline bounce for a charitable cause. Children learn how to keep themselves safe and receive consistent messages about healthy living. They learn how to use tools and equipment correctly and know to take care when pouring drinks at snack time. Completed food diaries illustrate children's good understanding of the

benefits of eating healthily. The outdoor area provides good opportunities for the children to explore and investigate as well as take part in a good range of physical activities. They have good experience of caring for the environment through opportunities to recycle, plant and grow their own produce. The children are able to choose which resources they play with and spend long periods of time busily engaged in role play or construction activities. Overall, staff have high expectations for each child's achievement. They work very actively with parents and carers to share information about children's achievements and prepare them well in the pre-school for moving on to school. Staff strike a good balance between allowing the children to follow their own interests and intervening to guide them in ways that ensure that children remain purposefully engaged.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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