

The Willows Pre-School

Inspection report for early years provision

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Inspector Sheila O'Keeffe

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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 Willows Pre-school and Out of School Club is run by a voluntary committee. It was registered in 2006 and is located in two mobile classrooms within the grounds of the Berkeley Primary School, Wistaston, Crewe. The children are cared for within two playrooms and have access to a secure outside play area, school grounds and associated facilities. A maximum of 40 children aged under eight years may attend at any one time. The setting takes children from two and a half to 11 years of age. There are currently 121 children on roll, 95 are aged under eight, and, of these, 55 are within the Early Years Foundation Stage.

The pre-school is open each weekday from 8.50am to 3pm, term time only. The out of school club is open from 8am to 8.45am and from 3pm to 6pm during term time and from 8am to 6pm in school holidays. The setting provides funded early education. It supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 13 members of staff, including the manager, and an administrator. Of these, nine hold level 3 early years qualifications and three hold level 2 qualifications. The pre-school and out of school club can access support from the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and comfortable with their routines. They enjoy a wide range of stimulating and interesting activities at the pre-school. Children's understanding of how to live healthily is outstanding. The manager and staff are continually seeking ways to improve the provision and outcomes for children, demonstrating good capacity for continuous improvement. The staff have a good partnership with the school and with parents to ensure they cater for the individual needs of children. This enables children to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to involve all stakeholders in identifying the setting's strengths and priorities for the future
- develop a plan to schedule staff for training programmes to further their professional development.

The effectiveness of leadership and management of the early years provision

Good safeguarding documentation and procedures are in place to ensure the children are safe. The suitability of adults working with the children is checked and staff have appropriate qualifications and up-to-date training. They are secure in their knowledge, enabling them to deal well with any concerns that may arise about children's health and safety. Access to the building is secure and monitored with identity checks. Good partnerships are in place with the school. As a result, the sharing of information benefits the children's development and ensures their needs are well met, particularly children with special educational needs and/or disabilities. Risk assessments and premises checks, inside and outdoors, ensure that the environment is clean and safe. Good hygiene procedures are in place. The clear routines, organisation and attention to children's individual needs ensure that they are all included and share equal opportunities.

Engagement with parents and carers is good. Information is available on a daily basis to allow transfer of important information so parents are fully informed about their child and the activities in which they engage. As a result, they can support their child at home. Comments from parents demonstrate how pleased they are with their child's time in the pre-school. For example, 'My child is very happy here, it's just like home.'

The manager and her team are very experienced. They have a good knowledge of the Early Years Foundation Stage and a clear vision for making improvements to the setting. For instance, they recognised the need for a planned schedule of training to ensure continuous professional development. Recommendations from the previous inspection have been addressed. There is improved access to different resources and increased opportunities for children to use information and communication technology. The staff are enthusiastic and work well as a team to support and promote children's learning and development. Whilst self-evaluation is good, it does not yet fully include all staff on a more regular basis in identifying areas for development in order to improve the current successful practice. Resources are well deployed and effectively used. The setting has access to a secure outside play area that is well equipped and provides good opportunities for physical development and exploration. These encourage children's independence. Inside, children can access a good range of well labelled resources to support their learning and development.

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

Children are very well cared for and make good progress in their learning and development. Staff respond well to the needs and interests of the children and encourage participation and language development through their good questioning. For example, children are enthusiastic when they play making 'Silly Soup'. They take turns passing the big pan around and show great delight choosing their ingredients to tip into the pan. The staff record observations and

share their information with the partner school reception class, ensuring continuity and complementary activities to meet the children's individual needs. Assessment records show good progress towards the early learning goals.

The children have an extremely well developed awareness of healthy lifestyles through an extensive range of activities, including planting and growing vegetables and fun exercise games, both inside and outdoors. Children have a very well developed awareness and understanding of personal hygiene as they wash their hands at appropriate times and use wipes before eating. They try different types of snacks; for example, banana, toast and milk or water. They can rest and relax in the quiet, soft furnished area and explore a good range of books. The playrooms are well planned with easy access to resources. The children freely access activities of their choice and move around confidently and carefully. For example, a group of children build a wall with the big construction bricks in the adventure area outside and enjoy helping each other. They show good levels of cooperation and behaviour which enables them to thoroughly enjoy themselves. They gain good early awareness of Britain's multicultural society through exploring positive images in books and toys that reflect different cultures.

Children are developing a good sense of how to be safe through their discussions with staff and how they interact with one another. Staff supervise the children well and are vigilant. They follow the children's interests, encourage new experiences and stimulate their thinking. Children enjoy creative activities, for example, making their own designs from a range of art and craft materials that sometimes go into their 'Busy Books'. They are acquiring a good foundation for their future learning and development in a warm, caring environment.

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

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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	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