

Woodley Pre-School

Inspection report for early years provision

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Inspection date	20/09/2010
Inspector	Janet Dinsmore
Setting address	Cuperham Infant School, Bransley Close, Romsey, Hampshire, SO51 7JT
Telephone number	07709 699 167
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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*.

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Description of the setting

Woodley Pre-school has been running for over 30 years and has been operating from its current location, Cupernham Infant School in Romsey, since January 2004. It is registered on the Early Years Register. The pre-school is managed by a voluntary management committee. The pre-school is registered to care for children from the age of two years to under five years. It is the group's policy to take children from two years nine months to under five years. There are currently 48 children on roll. This includes 41 funded three-and four-year olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities. Sessions run from Monday to Friday from 9am to 12 noon and from Monday to Thursday 12.30pm to 3.30pm, during the school term. There are nine staff employed to work with the children, six of whom hold an appropriate early years qualifications. Most staff have first aid and two hold a current food hygiene certificate. The pre-school receives support from a teacher from the Hampshire Early Years Education and Childcare Unit. The pre-school 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.

At Woodley Pre-School all children are exceptionally well cared for and nurtured as individuals in this outstanding setting. The happy, calm atmosphere created by the excellent staff team promotes very good relationships and behaviour. This results in a safe environment where children's learning is promoted extremely well by the provision of a full range of activities and very effective adult support for individual learners. Parents and carers are fully involved as committee members and volunteers supporting children's learning. The self-evaluation by the staff and continuous improvement to the provision is an example of good practice.

What steps need to be taken to improve provision further?

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

- analyse in more depth the assessment of learning and development outcomes for groups of children in order to contribute further to the good self-evaluation.

The effectiveness of leadership and management of the early years provision

There is a strong team ethos and all staff contribute to constant self-review and self-evaluation through the development log which is an example of good practice. Staff recruitment procedures are good and all necessary checks are carried out. One member of the team has recent safeguarding training all staff are fully aware of necessary procedures for safeguarding. At the moment, outcomes in learning

for the children are recorded for individuals. Recording of these has not been developed to evaluate the outcomes and provision for groups.

Staff meetings with all the team members are held every half term. Team meetings of those working in the morning and afternoons take place regularly to discuss children's progress and develop ideas for planning. The recommendation from the previous report that; the end of the session routine be improved so that children are not waiting for a long period has been fully implemented. This demonstrates good capacity for continuous improvement. There is also effective self-evaluation taking into account the views of parents and recommendations from the advisory teacher. Staff are well trained with good evidence of recent training from the early years advisory service in areas of early years development. There are excellent records in professional development folders which are used for performance management reviews and audits of training needs.

A very good staffing ratio is maintained in all sessions. This is necessary because of toileting arrangements, where all children are escorted to the toilet by an adult. A wide range of resources are available and changed during the course of the morning. Free-flow access at all times to the outside area is not possible as it is shared with the reception class of the school. Resources, such as books and toys and signage are used to make children more aware of cultural diversity. Staff are becoming more aware of changes that need to be made to admission procedures to take account of parents and carers who speak English as an additional language.

Statutory requirements for all registration and health and safety procedures are fully met, including emergency procedures and risk assessments.

The key worker system is used effectively to liaise with parents and carers, and monitor each child's individual development and learning. The reception teacher from the school has provided good training to the pre-school for letters and sounds and this has improved practice. The local authority early years advisory team provide regular visits, advice and audits of provision highlighting areas for improvement. There are very effective links with an area inclusion coordinator which results in good provision for children with special educational needs/disabilities. The majority of children will attend the neighbouring infant school and there are very effective transition arrangements especially for those with additional learning needs so that they settle quickly.

Parents and carers are fully involved at committee level and encouraged to volunteer in the setting. Admission arrangements are very good and parents and carers value them because they have an opportunity to stay at the pre-school with their child observing how they play. An initial meeting is held at which an information pack containing all necessary registration documents as well as leaflets giving information about Early Years Foundation Stage and how to support their child's development so they are well informed. Parents and carers outline the child's interests and achievements to provide a starting point for the learning journey record.

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

The bright, well-resourced and laid-out room gives space for children to enjoy learning. Well-planned routines maintain security as well as providing excellent opportunities for children to pursue activities that promote learning and development. The train set, dolls house and dinosaurs are used effectively in the session, particularly for language development by excellent adult interactions through discussion and questions. Children make independent choices from a wide range of resources that covers all areas of learning and development. Children enjoy painting and mixing colours with paint rollers. Effective adult interaction allows the children to comment and observe the changes in colour. Children develop physical and creative skills with the play dough, using a good range of tools, including making a home for spiders. Children have free access to the computer and are motivated by the number programme that is available to them. Very clear rules about computer time are adhered to by the children and adults managed any disputes in this area very sensitively ensuring a consistent code of conduct throughout the pre-school. The writing area gives good opportunities for children to write letters and make an envelope using paper and sticky tape. Excellent relationships are maintained at all times that contribute very well to children's personal and social development. When available to use, outside provision is well managed and supervised. There is a range of learning opportunities through playing with sand, water, a slope, and trikes that promote excellent physical development. The children enjoy gardening and have learnt about planting and harvesting tomatoes apples and bulbs.

Routines and procedures at the beginning and end of each session ensure safety and outstanding care as well as giving opportunities to talk to parents and carers. Children have choice at snack time, fruit and milk or water are provided everyday and a range of other choices. Specific taste and dietary needs are catered for. Children know routines for washing hands before snack. The snack area is separate from creative areas and good hygiene procedures are adhered to for example, the procedure for the sterilisation of the cups. The structured routines ensure that children help with tidying toys away, develop independence in pouring drinks, and have an opportunity for a story in a small group and a change of activity. Musical instruments and construction kits provide a very good opportunity for adults to work with groups of children very effectively thereby promoting social creative and language development.

Children made good contributions to self-evaluation with key workers recording their comments, for example it is recorded that they did not like easy puzzles or tidying up. In the daily routine they have responsibilities at snack time for passing food. A teddy called 'Huggy Bear' is taken home each week by a child and they report back to the whole group about the activities they have done during the week. Children are encouraged to lead group activities at the end of the session as they wait for parents and carers.

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	1

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	1
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	1
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	1
The extent to which children develop skills for the future	2

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