

Ward Green Pre School

Inspection report for early years provision

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29/09/2010

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Ward Green Pre-School Limited is privately owned and has been registered since 1987. The provision operates from a single storey building within the grounds of Ward Green Infant and Junior School in the Ward Green area of Barnsley. Children have access to a main play area and outdoor play space. The provision is open Monday to Friday from 8.45am until 3.15pm term time only. Before and after school care is also provided from 8am to 8.45am and from 3.15pm to 6pm for children aged from three to 11 years who attend the school.

The group is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children under eight may attend the setting at any one time. Currently there are 73 children on roll. This includes 41 children who are in the early years age range and who receive funding for nursery education.

There are six staff who work directly with the children. Of these, five hold recognised early years National Vocational Qualifications to Level 3. The other member of staff is working towards gaining a Level 3. Two members of staff are also working toward gaining an early years foundation degree. The provision is a member of the Pre-School Learning Alliance and receives support from the school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive environment because staff have a good understanding of the Early Years Foundation Stage framework. They deliver a broad range of interesting activities, which invite exploration and provide lots of learning opportunities for the children. Effective partnership with parents and other early years providers ensure children's unique and individual needs are recognised and met consistently. Effective systems are in place to monitor and evaluate the provision demonstrating a commitment to continuous improvement and promoting positive outcomes for the children.

What steps need to be taken to improve provision further?

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

- review the organisation of lunch time arrangements to enable children to develop good eating habits.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding policies and procedures ensure that children are well protected and effectively safeguarded. Staff clearly demonstrate they have a good

knowledge of the indicators of abuse and they are clear about procedures to follow in the event of any concerns arising. Required documentation relating to the welfare and care of the children is in order and available for inspection. Staff ensure children play in a safe environment as they carry out daily visual checks of both the indoor and outdoor play areas. With staff supervision children have also conducted their own risk assessment of resources and play areas. Robust recruitment and selection procedures, together with good deployment of staff, further enhance children's safety.

Children's progress is nurtured as staff develop positive and trusting relationship with their parents, the school and external agencies. Parents are kept well informed about current events, such as the theme and the letter of the week. This effective sharing of information enhances children's learning and promotes their continuity of care. Planning of activities is clearly displayed and parents are actively encouraged to contribute to their children's assessment records.

An inclusive environment fosters children's self-esteem and confidence as they feel welcomed, relaxed and valued. Children's understanding of the world around them is well promoted through a wide range of activities and resources, which reflect positive images of our diverse society. The staff team work well together and demonstrate a commitment to continuous improvement. For example, the recommendations from the previous inspection have been successfully implemented. The system in place to monitor and evaluate the provision is effective, as areas for improvement to enhance children's learning and overall well-being have been identified and appropriately targeted.

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

Children make good progress in their learning, they are enthusiastic and inquisitive learners who thoroughly enjoy their time in the setting. Staff make sensitive observations of children's development and what interests them. They use the information gathered effectively to inform the planning of activities and to further promote children's progress towards the early learning goals. Communication, language and literacy is a strong area within this setting, children are confident and enthusiastic communicators and they have fun matching rhyming words. Emerging skills in mark making are fostered well as they make patterns in paint with their fingers and refine their pencil control as they draw and write their own names. Staff engage children in conversations, they ask open ended questions which help children to think and listen intently to what they have to say. This reinforces and promotes their self-esteem and confidence. Children develop problem solving, reasoning and numeracy skills as they complete complex jigsaws and build wonderful models with bricks and other construction materials. They use mathematical language freely in their play, confidently counting and completing simple additions or subtractions. Children develop their creativity as they paint, play imaginatively with small world resources and produce wonderful puppet shows for each other. Children laugh and giggle as they shine torches in a dark area. They have fun outdoors as they ride on wheeled toys and explore their surroundings developing their physical skills. They develop an interest in the

natural world and learn about life cycles as they care for plants in the garden.

The premises are welcoming with displays of posters, photographs and children's work. Children share warm relationships with staff and are developing firm friendships with each other. They are beginning to understand the importance of good hygiene routines. Healthy eating is well promoted through activities and the nutritious snacks provided. Meal times are a social occasion. However, these can be disruptive as some children wander away from the table. Staff act as positive role models with a consistent approach to managing behaviour in a positive manner, minor altercations are dealt with in a calm and sensitive way. As a result children generally behave well, they respond positively to request from the staff, take turns and share resources. Children are beginning to understand and manage some aspects of their own safety. They participate in regular emergency evacuation practices, learn about road safety and have conducted their own safety check of the environment and resources.

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