

Witheridge Pre-School

Inspection report for early years provision

Unique reference number	106398
Inspection date	30/09/2010
Inspector	Kevin Wright

Setting address	Fore Street, Witheridge, Tiverton, Devon, EX16 8AH
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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

Witheridge Pre-School operates from its own building within the grounds of Witheridge Primary School and serves families from Witheridge itself and surrounding villages. The pre-school is managed by a voluntary committee. It was established in 1992 and is currently registered for a maximum of 20 children aged from two years to under eight years at any one time. This registration is to be changed to reflect changes in the available space.

The pre-school is open every week day from 8.55am to 3.25pm, with an optional lunch club from 12noon to 1.00pm during the school term.

Children have their own garden area for outdoor play and have use of a play area within the adjoining primary school. There are currently 25 children aged two, three and four years on roll. Of these, 22 receive funding for early years education. The pre-school has facilities to support children with special educational needs and/or disabilities and has wheelchair access.

The pre-school employs three staff. All the staff, including cover and relief staff, have appropriate early years qualifications. The staff have received a range of additional training, including training to provide support in relation to cerebral palsy.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Safeguarding measures are properly in place. Children settle happily and parents report that children make good progress. Procedures for ensuring equality of opportunity and supporting children with special educational and/or disabilities are fully in place and exemplary in practice. Staff closely monitor the progress of each child well and introduce the right level of challenge. The setting works in close partnership with parents/carers and with external agencies to ensure the needs of children are appropriately met. The leaders and staff are committed to continuing improvement. Leaders demonstrate a good capacity to continually developing the provision as is evident in the way that they have successfully addressed all the recommendations from the previous inspection.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers anything with which a child may come into contact
- review arrangements to allow adequate space to give scope for free movement and well-spread out activities between the indoor and outdoor areas.

The effectiveness of leadership and management of the early years provision

Safeguarding policy and procedures are fully in place and followed correctly in practice. All staff and relevant adults are trained in child protection to the appropriate level and recruitment and vetting procedures are rigorous. When appropriate, the setting works closely with outside agencies to address safeguarding matters.

The setting is pro-active where aspects of a child's development alert the staff to the need for external support, for example occupational therapists' expertise to ensure the right equipment is in place to meet the needs of any child with special educational needs and/or disabilities. Good quality provision in relation to all children's social and emotional aspects of learning means that children relate well towards one another, happily playing together and developing their understanding and appreciation of others' differences and needs.

Self-evaluation is good and is leading to good and continuing improvement. The setting ensures that all staff and adults are regularly trained to meet children's changing needs. For example all staff have attended training sessions to acquire skills in the appropriate signing language, which contributes greatly to adults' successful communication with any child that needs this. This reflects the settings good promotion of equality and diversity.

The maintenance of records in all necessary areas is almost always properly undertaken. It is of note that no complaints have been received and that parents are happy with the provision. The record of risk assessments shows that these are carried out and acted upon well overall. However, there is one aspect the setting has not documented, the placement of the kettle and toaster. Records shows that daily routine hazard checks are conducted properly.

Staff work together well, as a team. They integrate their roles well so as to ensure all areas are covered regarding safeguarding and that the right level of support is available to help individual children and groups. Children's behaviour is well managed in a positive way. The setting's good partnership with the adjoining primary school has enabled the children to have access to additional outside play areas and climbing equipment. Also integrated activities occur each week allowing pre-school children to play alongside the Early Years Foundation Stage children; this link helps them to feel secure about moving into primary school.

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

Those in charge are focused clearly on helping all children to make good progress in their learning and development. There is good quality systematic monitoring of each child's progress involving ongoing observations and documentation. Learning journeys cover each area of development. These are shared with parents/carers at

regular meetings. From this, the areas for development for each child are then identified and introduced into ongoing planning. Parents are very positive about the role of the key workers and feel staff have a good picture of each child's needs. Children receive a good level of individual attention from adults to help them make good progress by being presented with the right level of challenge individually or in groups. Parents report that their children enjoy attending the setting, make good progress in language and number and that they have improved well in their socialisation. They report that communication with staff is good and that staff always make time to talk to parents and bring them up to date with what their child has been doing and has achieved.

Children have warm and friendly relations with staff, and behaviour management is positive and encouraging. The pre-school is a place where children feel safe and play happily together. In this environment children show a good level of independence and confidence. They are aware of how to conduct themselves safely. They take up activities that interest them from the good range set out by staff and show they are confident to access resources themselves from storage boxes on shelves. Children show they have well developed social awareness by sharing resources and including others in their play. They also show they are helpful and understand their responsibilities, as they engage busily and happily with tidying up.

Children are developing their thinking skills by using construction kits. Children playing at a table using connector pieces and cogs show that they can independently construct complex objects and recognise the outcomes. One four-year-old child confidently assembled a series of cogs that rotated with one another and was able to extend that series when asked. Another four-year-old child joined connector pieces to form a closed cube. Several of the children at the table spontaneously used the correct term 'cube' rather than 'square' showing that shape recognition was well developed. Those children rolling and cutting play dough demonstrated the confident use of a range of tools. Children involved in drawing and mark-making showed they knew how to hold pens and markers correctly and were developing their early writing skills. Children showed good manipulation with their hands when intricately stacking blocks and columns into towers. However, the play area for the floor blocks can create a hazard to movement, positioned as it is on the threshold between indoor and outdoor areas.

Children understand that they must wash their hands after messy play, before eating and after toileting. They independently access the wash basins and paper towels. In outdoor play children are lively and energetic, and are developing their sense of physical balance and control in activities such as running, kicking balls, and riding trikes or scooters. They join in their activities happily and there is a good sense of including others in their play. In the garden area children have been developing their understanding of the world by planting seeds and growing vegetables successfully. Children are developing an understanding of healthy living and enjoy accessing the snack bar independently to eat the healthy snacks provided.

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	1
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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