

Weedon Bec Pre-School

Inspection report for early years provision

Unique reference number 220245
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Inspector Parm Sansoyer

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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

Weedon Bec Pre-School is a voluntary group, run by a management committee. The pre-school has operated from Weedon Bec village hall for over 20 years and the current committee registered the group in 1998. Children play in a large hall and an adjacent room and have access to a secure outdoor play area. The pre-school is open each weekday from 9am until 12.30pm during term time only. From June to July additional sessions are offered to four-year-olds from 12.30pm to 3pm.

A maximum of 26 children may attend from two years to eight years. Currently there are 40 children on roll in the pre-school and 34 children on roll in the out of school club.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. There are effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language.

A team of seven staff, including the leader, work with children and four hold early years qualifications, with three working towards a qualification. 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.

All children display a strong sense of belonging and security within the setting and are happy and settled. An interesting, well-equipped and welcoming environment both indoors and outdoors contributes to children making good progress in their learning and development. There are effective procedures in place to ensure all children are kept safe and the majority of staff have a good understanding of safeguarding issues. Supporting children with additional needs is a particular strength of the setting. Partnerships with parents and the school and other agencies are good. Self-evaluation takes into account the views of children and parents/carers and the setting is effective in identifying strengths. Consequently, it is well placed to continue improving in the future.

What steps need to be taken to improve provision further?

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

- develop further all staff's understanding of up-to-date safeguarding issues

- develop existing monitoring of the use of all activities to help further exploit their learning potential and extend children's learning.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. This includes an effective safeguarding children policy, that includes the procedure to follow in the event of an allegation made against a member of staff. A designated team member, who is very knowledgeable about child protection issues, takes a lead responsibility for safeguarding issues. The assigned key workers who have overall responsibility for the children fully understand their role and responsibilities in relation to safeguarding children. However, some assistants who are also involved in the care of the children have a developing knowledge of child protection issues and have a less detailed understanding of safeguarding issues. All adults caring for children are suitably vetted, qualified and or experienced. All of the required records, policies and procedures, including written risk assessments and many additional health and safety policies, are in place. This helps to secure children's health, welfare and safety.

All adults are deployed extremely well to support children's learning and their care needs. An effective key worker system means adults know the children well and plan effectively for their development. Staff have clear roles and responsibilities, for example, children with special educational needs and/or disabilities are allocated the same assigned key person to ensure they are fully included, valued and supported. Further groups are split according to age and ability, which means staff can effectively plan for the children's developmental and learning needs. This is especially evident during 'show and tell' sessions, where children's interest is sustained and their learning extended. Staff use a range of positive teaching methods and plan a broad range of activities and experiences for children to explore and invest their curiosity, at their own leisure. On occasions, however, staff do not effectively monitor the use of some activities and, therefore, the learning potential of these activities is not fully exploited.

Good progress has been made since the last inspection and all of the recommendations have been addressed. Documentation has been updated and the children's developmental assessments are systematic and effective in helping staff plan for the children's next steps in learning. The staff team are enthusiastic about the children's learning and care and take positive steps to promote improvement. For example, staff, parents and children contribute to the thorough self-evaluation process, which means it is realistic and helps improve outcomes for children.

Parents receive detailed information about the early years provision, the curriculum and its policies. They are kept well informed about their children's achievements and progress through written reports. A 'parent helper rota' means all parents have the opportunity to spend a session with the staff and children, which is enjoyed by the children and their parents. Parents are actively involved in supporting their children's learning and development through being involved and contributing to the

current themes and through the book library system. Partnerships with the school and other agencies are effectively established to help support transition, continuity of care and those children with special educational needs.

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

All children develop close relationships with each other and the staff, which promote a sense of belonging and allow children to explore from a secure base. Children have the space to concentrate on activities and experiences and develop their own interests. Children are rapidly becoming independent and increase their self-help skills. For example, the cafeteria style snack bar allows children the independence to help themselves to utensils and choose their snack and pour their drinks. Once they have finished they are seen competently emptying their plates and putting them away. Children enjoy the routine and respond well to changes.

Children's communication, language and literacy skills are supported well. A wide selection of books is incorporated well in a book area, which children use freely throughout the session. Children develop a fondness for books through regular story sessions. Staff use books well to reinforce learning and to promote the topic and children's interests. Children quickly get ready for small group sessions, where they develop spoken language through sharing conversations. An environment which is rich in print helps children learn that print carries meaning. Routines, such as snack-times, are used very well to incorporate early reading skills and the recognition of numbers, for example, children find their names and the food and objects are labelled. These practical and meaningful experiences help support children's learning well.

The children's knowledge and understanding of the world is supported well. Children have regular opportunities to explore and find out about plants and creatures in their natural habitat. Children have planned opportunities to question why things happen. For example, children watch water evaporate in the sun, ice cubes melt in the heat and explore the effects of torches in a dark den. Many children enjoy the computer and use it well to help support their learning. Everyday technology is made freely available and some children show an interest in it. Children are introduced to a range of cultures through many meaningful experiences and using books, puzzles, visual aids and a variety of resources as they play.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns, make connections and recognise relationships through finding out about and working with numbers, counting, sorting and matching. Children learn about early calculation as they participate in singing number rhymes and use visual aids to support this learning. Children have some opportunities to experience weighing, measuring and capacity and to consider concepts such as floating and sinking. They enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials. Some children enjoy the role play area and increase their imagination as they act out scenarios.

Children are well behaved due to the praise and encouragement they receive and the positive relationships they develop with staff. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to avoid them. For example, during outdoor play, children ride wheeled toys and learn to stop for the pretend red traffic lights and learn how to cross the road safely. Children are provided with a substantial snack, which consists of many healthy options. The outdoor area is made available throughout the session and children have good opportunities to increase their physical fitness. They successfully develop skills that contribute to their future well-being by developing good habits as active, inquisitive and independent learners.

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