

Down in The Woods Pre-School Ltd

Inspection report for early years provision

Unique reference number EY350656
Inspection date 05/10/2010
Inspector Lorraine Sparey

Setting address The Annexe, Chichester Walk, Merley, Wimborne, Dorset,
BH21 1ST

Telephone number 07787954387

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Down in the Woods Pre-School opened approximately 30 years ago under previous ownership, and was re-registered in 2007 under sole ownership. It operates from a purpose-built building in a residential area of Merley, Wimborne in Dorset. The pre-school is open from 9 am to 3.30 pm Monday to Friday in school term-time only. In addition there is an after-school and holiday club from 3.15pm to 6 pm. All children share access to a secure outdoor play area. The setting is registered on the Early years register, and both parts of the compulsory and voluntary Childcare Register.

The group is registered to care for a maximum of 26 children aged from two to eight years. There are currently 58 children on roll. Of these, 53 are in the early years age group. Children come from Merley and the surrounding areas of Wimborne and Bearwood.

The pre-school employs seven members of staff, of these six, including the manager hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children confidently come into the setting which is a very welcoming child-orientated environment. They benefit from the good-quality interaction from the staff and can freely choose from a wide range of quality resources. As a result children are making good progress in all areas of their learning and development. Children's individual needs are well catered for, staff gather useful information from parents and other early years settings to ensure that individual requirements are effectively met. The setting has made good progress since the last inspection addressing the recommendations further promoting good-quality outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a consistent approach to supporting children in developing their understanding of promoting their own health with particular regard to blowing their own noses and minimising cross infection with hand washing practices.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff demonstrate clear knowledge and understanding of protecting children from harm and neglect. There are detailed policies and procedures which have recently been reviewed ensuring that staff, parents and the registered individual are clear on their role and responsibilities in this area. Clear and comprehensive risk assessments ensure that children's safety is paramount both within the building, outdoor area and while on outings. Recruitment and vetting procedures are successful ensuring that all adults working with children are suitable to do so. All staff work well together as a team and are proactive in seeking additional training both in-house and through the local authority ensuring their knowledge is kept up-to-date.

There are good systems in place to monitor and evaluate the provision ensuring positive outcomes for children. Parents and children's views are sought through questionnaires and regular discussions. Any suggestions are welcomed and actioned. Staff complete observations on each other to support their personal development and identify any areas where they could improve their practice. Visits from the local authority provide opportunities to critically look at their overall provision. They have recently moved into a new building and are concentrating on ensuring the outdoor area provides a wealth of learning opportunities. For example, staff and children are creating a vegetable and herb garden.

The space and resources are used effectively to meet children's individual needs. Throughout the day children are able to access the outdoor area independently encouraging and promoting choices in their play and learning. Staff provide good levels of support and currently they are operating a higher than required staff ratio ensuring that children are well supported, particularly the younger children who have recently started. Resources are clean and well maintained and stored at low-level to encourage children to make independent choices. There are positive images of all aspects of our diverse society to encourage children to value differences. Staff encourage children to consider differences through discussion. For example, during an activity about putting various body pieces together on a piece of paper they discuss some people are tall and others are short and have different coloured eyes. However, at other times staff do not fully promote non-stereotypical gender.

The staff develop positive relationships with parents, involving them in all aspects of the provision. Regular informal discussion, and various events throughout the year such as a craft day, and father's day providing opportunities for all the family to become involved with the setting. Parents are encouraged to share information about their child's progress which is transferred to the child's learning story and pathway. In addition children who attend other early year's settings have a communication book ensuring a consistent approach to their learning with all involved. Parents report that staff are particularly friendly and their children benefit from the good levels of communication between them all. They like the wide variety of activities and their children are happy and making good progress at the

setting.

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

Children quickly come into the setting and are eager to begin playing and learning. At the beginning of each session staff talk through with the children about the various adult led activities that are available that day. Children benefit from high levels of support and staff actively engage with the children. Their language is developing well; several children enjoy playing in the hospital role play area. A member of staff introduces new words such as thermometer and syringe. They encourage the children to talk about what they are doing. A child tells a visiting adult 'My baby has a poorly knee, I'm going to make it better' they concentrate as they use various equipment and bandages. After a long period of sustained play the child comments that their baby is feeling much better now. Other children talk about their experiences and one child tells a member of staff about having her injection the other day. Children confidently use their imagination to develop their own ideas during play. Several children put cones in the outdoor area making a track for their scooters. The child explains to the others they need to go in and out the cones. Generally children share resources well. A member of staff explains they need to take turns with the scooters and suggests they could complete two circuits of their track before passing the scooter to their friends. Children quickly understand the expectations and say please and thank you as they pass the scooter between themselves. Children thoroughly enjoy listening to stories and actively participating. A member of staff reads about Freddie starting Playschool. This leads to a discussion about their preschool.

Staff plan and provide a wide range of activities and play opportunities tailored to children's individual needs. Regular planning meetings provide good opportunities for key staff to assess their children's progress through the observations and assessments, using this information to plan the next steps. Planning is flexible to accommodate children's spontaneous interests. For example, a child had visited Legoland and they wanted to build their own models which staff supported. Staff demonstrate secure knowledge of the Early Years Foundation Stage framework enabling them to ensure that children are making good progress in all areas of their development and learning.

Children learn about healthy lifestyles and enjoy using the 'Snack Shack' promoting their independence and knowledge and understanding of healthy choices such as fruit and bread sticks. Children have good opportunities to play in the fresh air and to increase their physical skills through using of variety of tools such as trowels and forks while planting pansies. They actively join in with action rhymes and songs moving their bodies in time with the music. Children generally follow good hygiene routines however, at times these do not fully minimise cross infection because the children use the same bowl of water. At other times staff are not consistent with regard to enabling children to blow their own noses. They have good opportunities to learn about safety and how to keep themselves safe. A member of staff explains to a child how to carry the scissors carefully. Children

participate in regular evacuation drills to ensure that they are familiar with how to leave the premises safely. Children's behaviour is good. They show consideration to their peers and benefit from the staff being positive role models. Children have opportunities to learn about the wider world through projects, and parents visiting and sharing their cultures.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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