

Woolston Community Pre-School II

Inspection report for early years provision

Unique reference number	148862
Inspection date	09/12/2010
Inspector	Gail Robertson

Setting address	Woolston Infants School, Florence Road, Woolston, Southampton, Hampshire, SO19 9DB
Telephone number	023 8068 5202
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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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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

Woolston Community Pre-school II is one of two committee run pre-schools. It opened in 2001 and operates from a room in Woolston Infant School in the Woolston area of Southampton. There is disabled access to the pre-school. The pre-school serves the local area.

A maximum of 26 children may attend at any one time. The preschool is registered on the Early Years, the compulsory and voluntary childcare registers (MMANDALIA: There is no need to state is registered on all three registers as this becomes clear when you state them.). The pre-school is open each weekday from 8.45am to 11.45am and 12.15pm to 2.45pm during school term times. The setting offers a lunch time session from 11.45am until 12.15pm.

All children share access to a secure enclosed outdoor play area. There are currently 45 children from two years nine months to five years on roll. Of these, 37 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs seven members of staff. Of these five hold appropriate early years qualifications one is a teacher and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in a very warm and welcoming environment. The pre-school is currently in transition. Rapid improvement has taken place since the new lead practitioner was appointed. She is aware of what must be done and is in the process of planning future improvements. All children are included in the activities in their safety and well-being is mostly promoted well. Children love the activities, including use of the outside area which is being further developed and they are making good progress in their learning and acquisition of skills for the future.

What steps need to be taken to improve provision further?

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

- review the arrangements for snack time to strengthen childrens understanding of hygiene
- develop the outside area further and plan for its daily use across all areas of learning so that it is as stimulating and creative as the inside.

The effectiveness of leadership and management of the early years provision

There are effective arrangements in place to protect children as the procedures are well known to all staff. The person responsible for child protection has completed a level one training course in child protection and continues to update knowledge of this area to ensure they successfully carry out their role. The lead practitioner demonstrates a good awareness of the requirements of the Early Years Foundation Stage framework and has made a good impact on the setting organisation. For example, she has reviewed and rewritten policies and procedures, and redesigned all necessary forms for safeguarding as previous documentation did not fully comply with legislation. Staff make rigorous safety checks for each session and involve the children whenever possible so they learn how to keep themselves safe.

The lead practitioner is dedicated to caring for and developing the children. She is ably supported by her deputy and special educational needs coordinator. She has built up a new team of well qualified and motivated, caring staff. On her appointment the lead practitioner swiftly evaluated what had to be done to improve the provision, to ensure the impact on the children is consistently positive. She has been successful in this. The preschool is now at the stage when she feels it is ready to start a quality assurance scheme to evaluate the provision and plan future improvements. Regular training is undertaken by the staff to keep the preschool up to date with current trends and practices.

There is a wealth of stimulating resources for the children to use inside covering all six areas of learning. The outdoor area is still being developed. The area has water proof safety covering so that children can use it all year. The setting have identified and planned for the outdoor area to include a range of activities to promote all areas of learning for the children. However, the plans are still at the developmental stage and have not yet been fully implemented. The planned activities inside reflect the children's needs and interests. The key workers know their children through their observations and discussions. This is a fully inclusive setting where all children and adults enjoy each session, children do not hurry to go home at lunchtime and want more stories read to them.

There are good links with the parents and they are regularly consulted. The lead practitioner and committee respond to the views of parents, for example they now offer a lunch time provision. A group of parents on the inspection day, reported that the preschool 'has turned a corner and children are happy once more and want to come.' Parents praise the learning stories and the new library book system in place for the children and parents to take advantage of.

There are good partnerships with other providers and other educational establishments involved in children's care. The host school is most active in its support. There is a representative from the school on the committee and regular contact with the reception teachers and the reception children. Consequently children look forward to going to the 'big school' at transfer time.

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

All children are provided with a range of activities to help them make good progress across the six areas of learning. Children enjoy these activities, comments from them include 'I like playing, painting, drawing, and singing and everything and the cars.' They become absorbed in their learning, particularly in 'the age and stage' direct teaching time at the start of each session. Staff engage them in tasks that develop their concentration and give them skills to practice in their play. Children share what they learn with their friends. For example, they complete a picture puzzle finding all the presents that 'Santa' has hidden. They look carefully at the picture and when a present has been successfully found, they are given encouraging praise by the adults. They practice their newly learnt skills as they later hide presents in the imaginary play area, so that other children can experience the same excitement. Wrapping presents is a popular task for everyone. Children learn new vocabulary whilst performing the task as staff talk them through the process using words such as 'overlap' and 'diagonal'. They learn the feelings of anticipation and suspense as they know the contents of the parcel is a surprise.

Every child has an Individual Educational Plan to help them progress and achieve. This is a new system and it is having a positive impact in increasing their learning progress. This can be seen in the children's individual 'Learning Stories'. These files belong to the children and they love to look at them and share their story with their parents and friends.

Children enjoy the praise given to them by the staff for their best behaviour and they know the 'Golden rules'. They know that they must be careful of others, to be considerate and share the resources. They are clear about how to take care of themselves and each other.

They are learning to become independent and will ask staff for an activity if they cannot find it for themselves. Planning for the outside is being developed and children here do not make the progress they do in the classroom as it is work in progress and the manager is fully aware of the situation. Snack time is used to learn about healthy eating and personal hygiene. Children wash their hands carefully before they eat. They know that the fruit must be washed and the table surface cleaned. Children spread chosen toppings onto their toast on a plate but then use their placemat instead of a plate to eat from, although they have a bowl for the fruit. Lunchtime is a social occasion and children strongly benefit from the good role modelling from staff who eat with them. There is an exchange of what their lunch boxes contain and what they really like to eat. Children talk confidently about the types of food that promote their health and understand that sweets and chocolates are treats. Children are happy and have an enjoyable active time. They learn to be part of a working community in which everyone counts and matters.

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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