

# Whitchurch Pre-School

Inspection report for early years provision

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**Unique reference number** 106278  
**Inspection date** 18/01/2011  
**Inspector** Anne-Marie Moyse

**Setting address** Whitchurch Pre-School, School Road, Whitchurch,  
TAVISTOCK, Devon, PL19 9SR  
**Telephone number** 07812 856353  
**Email**  
**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).

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## Description of the setting

Whitchurch Pre-school registered in 1994 and has been running for over 25 years. It operates from a building in the grounds of Whitchurch Community Primary School. The setting is led by a committee of parents and is a member of the Pre-school Learning Alliance. The setting has sole use of the building when operating. There is a secure outdoor play area, and access to the school conservation area. The setting opens five days a week during school term times. On Monday it is open from 9am to 3pm and on Tuesday to Friday it is open from 9am to 1pm. It is registered on the Early Years Register to care for up to 26 children aged from two to five years. Currently, there are 32 children aged from two years 10 months to 4 years on roll. The setting receives nursery education funding for three- and four-year-old children. The setting employs five staff working with the children, of whom four hold a relevant early years qualification. The manager of the setting holds Early Years Professional Status and is a qualified teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An effective and friendly team of staff work closely with parents to ensure that every child's needs are known. These are met well overall and successfully used to promote children's learning and development. An extensive range of resources, activities and learning experiences are made accessible to all children enabling them to learn in a stimulating environment. Children are kept safe and secure in the environment, with most required documentation in place, accurately maintained and reviewed to safeguard children's welfare well overall. The staff and committee use effective systems to monitor and identify areas for improvement. This demonstrates a positive commitment and ability to maintaining continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parents are provided with information about the safeguarding children policy (Safeguarding and promoting children's welfare) 25/02/2011

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

- improve systems for working in partnership with other settings to further support children's development and progress
- improve children's understanding of healthy lifestyles, with regard to food preparation routines.

## **The effectiveness of leadership and management of the early years provision**

The staff are managed by an experienced and effective professional who has a very clear understanding of the learning and development requirements of the Early Years Foundation Stage. The newly formed team of staff are settling in well to provide competent and efficient support for children. Appropriate vetting procedures are in place to check that staff are suitable to work with children, although currently one member of staff is still waiting to be cleared. The committee has clear procedures in place to ensure that unvetted persons are not left unsupervised. Staff have a good understanding of procedures to follow if they have any concerns over a child's welfare. Appropriate safeguarding policies and documentation is in place to guide staff. Parents are informed of the complaints procedure but are not clearly informed of the safeguarding policy, which is a breach of requirements.

The pre-school staff work hard to transform the room into a welcoming and stimulating environment. Extensive risk assessments are in place, and the staff have a good understanding and approach to minimising any hazards to children. Systems to promote children's good health are generally good, although some food preparation routines are not hygienic, so do not support children's learning of good hygiene routines. Resources are well organised and are easily accessible to children, both inside and outside, so promoting children's learning and development effectively. Positive images of other cultures, environments and languages are displayed attractively around the room for children to see. Children's work is also highly valued and placed around the playroom to promote their self-esteem. The staff are effective in promoting equality and diversity and helping children understand peoples' differences in the wider society.

Partnerships with parents are well established overall, with parents keen to express their confidence and support for the setting. Systems are in place to ensure that information is exchanged on each child's well-being; parents state the staff are friendly and welcoming. Parents are invited to help during the sessions on a rota basis, seeing the activities their children do. Staff find this a valuable opportunity for the parents and staff to develop relationships and discuss how they can best work together to support each child. The staff recognise the importance of forming links with other providers of the Early Years Foundation Stage, but these are not fully developed to ensure that a consistent approach is in place. The staff seek feedback from parents and welcome advice from the local authority in order to help identify areas for improvement accurately. The manager constantly evaluates and monitors the provision for children to assure the quality and maintain continuous development.

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

Children are very happy to attend the setting. New children are sensitively supported with parents invited to stay as long as they need for children to settle

in. Children demonstrate excellent behaviour, and respect the routines and rules of the setting. They willingly share toys and are developing strong relationships with the adults and others in the setting. Children know where to find resources and are encouraged to be independent in choosing play activities. Children develop their imaginations as they play harmoniously with their friends in the role play areas or dance to the music from around the world. They paint and make models from recycled items and use a range of other resources that are readily available. Children happily manipulate play dough using various tools or explore weight as they use balance scales. Sand and water play are favourites. Staff are on hand to stimulate conversation and extend children's learning in these areas as they count, compare and predict what might happen. Circle times are used well for children to greet each other, recognise phonic sounds, and have their curiosity stimulated as the staff set small problems for the children to solve. For example, asking questions, such as 'What made the tiny spots on the painting?' Some children are very keen to investigate the 'print table', making the connection between the print and the tool which made it. They gain useful skills for their future lives through their play.

Children progress well in learning about healthy living and personal safety. They remember that as it is a cold day they need to put on coats, hats and gloves before going out to play. They also remember that some surfaces may be slippery and are involved in checking this with the staff. This promotes children's safety knowledge in a purposeful way. Children count and recognise their numbers as they balance on stilts, working out the next number. Other children develop coordination and balance as they hop and jump with hoops. The staff call out a pattern of hops and jumps for the child to remember. Children persevere and concentrate extremely well until they have achieved the pattern, exercising both their muscles and their mental ability.

Children's health is further promoted as they tuck into a substantial healthy snack. They are involved in pouring their own drinks and selecting what to eat from the fruits and savoury snacks on offer. Children use bowls for fruit and cheese, but spread toppings onto crackers directly on the table surface instead of using a plate. This does not promote their understanding of good hygiene practices.

Good systems are in place to establish what children know, can do and their possible next steps. Staff liaise with parents to share information on children's interests and achievements, and they continually observe and assess children's progress. The manager is responsible for collating this information and using it to influence the planning and provision of future activities and equipment. Staff monitor each child's progress, and document their achievements in attractive learning records which are shared with parents.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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