

# Weston Under 5's

Inspection report for early years provision

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**Inspection date** 14/02/2011  
**Inspector** ISP Inspection

**Setting address** Village Hall, Main Street, Weston-on-Trent, Derbyshire,  
DE72 2BL

**Telephone number** 07786 751230

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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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## **Description of the setting**

Weston Under 5's Pre-School is run by a committee. It opened in 1971 and operates from the village hall in Weston-on-Trent, Derbyshire. The pre-school is open on Monday, Wednesday and Friday from 8.45am to 11.45am term time only. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 31 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities.

There are six members of staff, four of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children receive good levels of support to promote their learning, development and welfare in the vast majority of areas. Partnerships with parents are well developed to promote consistency of care for each child who attends. Partnerships with other organisations are on the whole well developed to support children's learning and development. Evaluation of the provision is thorough, honest and realistic and identifies areas for improvement.

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

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

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents
- support children to know the rules for being safe in different spaces.

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

The management team are passionate and committed. They are effective at delegating roles to those with the most appropriate skills to provide good quality care. Children are suitably safeguarded whilst at the setting. The designated person has undertaken advanced training in child protection and demonstrates a good understanding of the procedures to follow in the event of any concerns. Risk assessments are thorough and are regularly reviewed. A separate record logs any action taken on identified hazards. Systems to establish the suitability of staff at

the time of appointment and on an ongoing basis are robust. Induction and appraisal systems are thorough and provide a sound basis for identifying future training needs of all staff.

The setting has made good improvements since the last inspection. Evaluation of practice is thorough, honest and regularly undertaken. All areas of the setting are included and feedback is sought from both staff, parents and carers. Detailed and careful analysis of the responses is undertaken by the management team to act on suggested improvements. Areas for improvement are both relevant and realistic and will further improve outcomes for children who attend the setting.

Staff make good use of the space to provide a stimulating environment where children engage in purposeful play. Distinct areas are provided so that children can play without interruption. A good range of resources is provided in each area and careful consideration given to how the resources link to themes or topics and children's interests. A good range of resources and activities are available each session to support children's understanding of the wider world. They sing songs in both Spanish and English, which is supported by a volunteer who works in the setting. There are reference books, dolls, pictures and signs that link to the current festival of Chinese New Year. Very good use is made of additional staff and volunteers who support the setting. They support staff in tasks such as preparing snack and setting up the outdoor area. As a result, staff can spend the whole of their time during the session supporting children's learning and development.

Useful information is shared with parents and carers about children's learning and development to promote consistency of care. This includes an informative newsletter and twice yearly parents meetings to discuss children's progress. Staff also share information about activities that parents and carers can do at home with their child. All of the required information is gathered from parents and carers. The setting is proactive in developing relationships with other settings or external agencies. They make contact with other professionals that work with children with additional needs to ensure that they receive co-ordinated support. Staff write useful and detailed information in a communication book that both parents and the other settings that children attend write in. Where this is used consistently, the information is of good quality and useful in supporting children's learning. However, this has not been firmly established with all of the settings that children attend.

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

The environment is friendly and welcoming and as a result children are comfortable and their confidence is well promoted. Effective interaction during both free play and adult-led activities means that children are well supported in their learning and development. Staff demonstrate a good knowledge of the children who attend the setting and what their interests are. They engage in conversations that support children's sense of security as they talk about things that are familiar to them, for example, their family.

Children frequently use mathematical language during play and are encouraged to do so. They problem solve as they play with jigsaws and having completed one puzzle, move on to a more complex one. Children's language and literacy development is well supported. They have good communication skills and chat to each other and adults within the setting. They make relevant contributions at circle time and can recall stories. They are encouraged to write and make attempts to form recognisable letters. More able children are able to recognise the letters in their name easily and put them in the correct order.

Children make choices about what they do during the session and independently join an activity or area of play. They use their imagination well as they play with the small world toys or in the role play area as they pretend they are caring for a baby. Their physical skills are well supported as they use a range of small tools and resources to develop their small muscle skills. They play outdoors each session, developing their large muscle skills as they ride on trikes and scooters. They are enthusiastic about the natural world, for example, when they find a worm in the outdoor play area and when they make bird feeders.

Children behave well at all times. Staff are effective at establishing routines and clear explanations so that children know what is expected of them. They play well together and are considerate of other children. They develop their self-care skills as they use tissues to wipe their nose and wash their hands at appropriate times during the session. They do this independently which supports their understanding of good hygiene. They enjoy a healthy snack and drink. In the vast majority of areas children demonstrate a sound understanding of safety and how to keep themselves safe. They listen carefully to instructions and when walking over to the outdoor area they consistently follow the well established routine. An older child reminds a younger child that they hold hands and walk in twos. However, when using wheeled play equipment such as the trikes, expectations regarding the use of this equipment has not been clearly explained to children so that they know how to keep themselves safe when riding around.

Planning is clear and takes into account children's interests as well as ensuring the areas of learning are covered regularly. Staff keep useful and detailed notes of what children can do. This information is then transferred onto a useful tracking system so that staff can quickly identify if there are any gaps in children's learning.

## 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	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

<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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