

William Farr Pre-School

Inspection report for early years provision

Unique reference number	EY295032
Inspection date	09/02/2011
Inspector	Fiona M Robinson

Setting address	St. Marys Primary School, School Drive, Welton, Lincoln, Lincolnshire, LN2 3LA
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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

William Farr Pre-School Group registered in 2004. The pre-school operates from a demountable building situated in the grounds of St Mary's School in Welton, Lincolnshire. The pre-school has the use of a playroom. The children use the toilets in the school and on occasions the school hall is used for activities. It also has the use of the outdoor environment and school grounds for play. The pre-school serves the local community and surrounding villages. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 20 children aged from two to five years may attend at any one time. There are currently 41 children on roll, all of whom are within the early years age group. The pre-school receives funding for early education places. Sessions are from 8.50am to 11.50am and 12.30pm to 3.30pm each weekday, during school term times only. Children attend for a variety of the sessions on offer.

There are eight staff, six of whom hold a National Vocational Qualification (NVQ) at level 3, or the equivalent and one is at level 2. The pre-school is a member of the Pre-school Learning Alliance and also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Activities are interesting and well-organised and allow all children to feel valued and fully included. Children behave very well and respond positively to the care and support they are given. Excellent partnerships with parents and carers, the host school and the community help the children to feel secure in their environment. Resources are deployed effectively and this allows children to enjoy a mostly varied and stimulating range of experiences. The manager and staff evaluate the effectiveness of the pre-school and clearly identify strengths and areas for improvement. There is a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning
- develop problem solving and sensory experiences in the outdoor area.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding and child protection issues and understand their roles. Children's safety is promoted effectively because staff carry out regular risk assessments. They fully implement comprehensive policies and procedures. Staff are deployed effectively, both indoors and outdoors, and children are supervised at all times to ensure their safety. Security within the pre-school is very good and collection procedures are rigorous. Children are provided with a good range of resources and equipment that are safe and suitable for their age. There are robust systems in place for staff recruitment and all adults who work with the children are vetted appropriately. Fire evacuation procedures are practised regularly, so that staff and children become familiar with the routine.

Partnerships with parents and carers are outstanding because staff are very welcoming and supportive. Comprehensive newsletters, informal discussions, the pre-school website and the parents' notice board keep them very well-informed of special activities, topics and events. They are kept fully informed of their children's progress and development through daily exchanges of information and 'Parents to Play' open mornings. Key staff regularly monitor the children's achievements and progress and they have developed detailed and illustrated learning journeys for the parents to view. Parents are very appreciative of the levels of communication staff work hard to establish. They receive highly detailed information in the 'Home link' book and keep the pre-school well-informed of their children's experiences at home. They are very supportive of fundraising activities and special services at the local church at harvest time and Christmas. The pre-school has also developed excellent links with both the host school and the community. Recently, they were joined at their annual Christingle service by the youngest children from the host school. Information is shared very effectively with staff in the Foundation Stage to ensure a smooth transition into full-time education. This is supported by outstanding links with outside agencies, which ensure children with special educational needs and/or disabilities are thoroughly supported.

The pre-school is well led and managed. Staff meet together weekly to discuss planning and assessment. They demonstrate a good commitment to the development of quality practice and regularly monitor activities and access relevant training courses to enhance their experiences. There are good self-evaluation systems in place, which ensure that the views of parents and carers are taken into consideration. Good progress has been made in addressing the recommendations of the previous inspection. In particular, staff regularly monitor children's progress and use this information to plan a suitable range of activities and experiences. They promote equality and diversity excellently to ensure children are wholly included in activities, including those with special educational needs and/or disabilities. Staff make imaginative and effective use of resources to meet the children's needs, but the manager and staff have a clear idea of how to develop this area further. This includes the development of outdoor sensory and environmental areas in which the children can play and solve problems, as currently the outdoor space does not provide enough challenge in this area. Staff also recognise the need to increase the use of technology in activities

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

There is well-organised, purposeful play and children achieve well. Staff value the children's ideas and include these in the planning and organisation of activities. They evaluate their planning carefully and use the information gained to help children to build on their existing skills. Topics, such as 'all about me' and 'space' enrich their experiences and give them a good variety of topics to learn about.

Children have excellent relationships with staff and their peers. They behave very well because staff are excellent role models with high expectations. Children show respect for others and share their play resources sensibly. They quickly settle at chosen activities, such as printing patterns with different shapes, and relate very well to each other. They enjoy making clay divas and take part in food tasting experiences when celebrating Diwali and fundraising for Children in Need. They talk excitedly about their experiences, for example performing a Chinese dragon dance and visiting a Chinese restaurant as part of their Chinese New Year celebrations.

Children are developing a good understanding of keeping themselves healthy and safe and learn how to make nutritious choices at snack time. Their independence is promoted well as they help to make their snacks. They enjoy growing vegetables, such as potatoes, tomatoes and runner beans and use equipment safely as they prepare them to make fruit salads and pizzas. Children have daily opportunities to take physical exercise, such as balancing on the climbing frame, riding their bicycles, tractors and pedalled vehicles and dancing to music. Staff ensure that children learn about fire and road safety and arrange talks from the fire and police services. Children value these opportunities and say that they feel safe and secure in their environment.

Children enjoy coming to pre-school and achieve well. Their creative development is promoted well as they make Chinese dragons on sticks and colourful collages of rainbow fish. They enjoy dressing up for role play in their Chinese restaurant. They listen attentively to stories and like explaining what is happening. They use their imaginations well as they retell the story of 'The Three Little Pigs' to one another. Their creativity is fostered well through activities, such as making pirate hats and when pretending to walk the plank during role play. Afterwards, they use their treasure maps carefully as they search for treasure. Children have fewer opportunities to use information communication technology during their play, such as the digital camera and the interactive whiteboard. Most children can count up to twenty and beyond and practise their counting skills through songs, such as 'Five Currant Buns'. Their communication, language and writing skills are developed well and most children can write their names by the time they leave the pre-school. Children also relish opportunities to be outside and are keen to build dens and go on walks on the school field. However, there are fewer opportunities for them to take part in problem solving and sensory experiences in the immediate outdoor environment. This children's on their understanding of the natural world. Overall, they are prepared well for their next steps in learning and full-time education.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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