

Worfield Pre-School

Inspection report for early years provision

Unique reference number 224228
Inspection date 14/02/2011
Inspector Fiona M Robinson

Setting address Worfield Primary School, Main Street, Worfield, Bridgnorth,
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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

Worfield Pre-School was registered in 1997 and operates from a single storey demountable classroom within the grounds of Worfield Primary School, in Shropshire. It serves the local and wider areas. All children share access to a secure, enclosed outdoor play area. The pre-school also has the use of the school hall, playing field and forest school area. There is provision for 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 24 children aged from two to under eight years may attend at any one time. There are currently 45 children aged from two to the end of the early years age range on roll. A maximum of 16 children attend the pre-school at any one time. The pre-school is in receipt of funding for early education places. It is open Monday to Thursday from 9am to 3pm, and Fridays from 11.30am to 3pm, during school term times only. Children attend for a variety of the sessions on offer.

There are three members of staff, two whom have a National Vocational Qualification (NVQ) at level 3. One member of staff has NVQ at level 4, and is working towards an early years foundation degree. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish coming to this bright, welcoming environment and are fully included in an excellent range of indoor and outdoor activities. Staff have outstanding links with parents, carers and the host school. Children are exceptionally well-behaved and respond very well to the care and support they are given by making excellent progress. The manager and staff have an outstanding knowledge of the pre-school's strengths and areas for improvement and they demonstrate an excellent capacity for future improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the range and use of information communication technology resources in activities to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because fully comprehensive policies and procedures are implemented to ensure children are safeguarded from harm or neglect. Staff have an excellent knowledge of safeguarding and child protection procedures. Risk assessments are carried out daily, both indoors and outdoors, to ensure risks are minimised. Staff are deployed very effectively to ensure children are supervised at all times. Security within the pre-school is excellent and parents are familiar with the rigorous procedures for the collection of children. There are excellent recruitment and vetting procedures in place to check the suitability and qualifications of all staff and adults who have contact with the children. Exceptional use is made of the outdoor and forest school environment area, which are fully enclosed and maintained to a very high standard. Fire evacuation procedures are practised regularly, to familiarise children with the routine.

Partnerships with parents and carers are outstanding. They are welcomed into the pre-school every day. Their ideas and suggestions are valued by staff, who issue feedback questionnaires to them to monitor the pre-school's effectiveness. Parents and carers are kept fully informed of special events, such as the Christmas service and Flower Festival held in the village church. They receive regular information through informal discussions, newsletters, the website and the parents' notice board. Parents say that staff work hard to give their children a fantastic start to their school life in a fun-filled learning environment. Key staff build up an excellent relationship with children and their families. Before children start at pre-school, parents complete an All About Me booklet, which outlines the child's likes, dislikes and interests. Staff use the information provided to plan for the child's most appropriate starting point and next steps in learning. They rigorously monitor children's progress through individual development records and learning journeys. These are shared regularly with parents and targets are set for children at termly consultation meetings. Links with the host school and its nursery are outstanding, and information is shared very effectively. The pre-school benefits from the use of its facilities, including the outdoor environment and forest school area. There are excellent links with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

The pre-school is very well-led and managed. There are excellent self-evaluation processes in place and staff value the views of parents and children. Staff meet together regularly to discuss planning and assessment. They have a very clear idea of areas for development and are planning to develop further the range and use of technology, such as the digital camera and the interactive whiteboard to support children's learning. Currently, children have more limited opportunities to include these resources in their free-flow play. Excellent progress has been made since the previous inspection in planning, monitoring and evaluating the children's achievements and progress. Staff have a shared commitment to providing high quality provision. Regular appraisals of staff members are carried out and they attend courses to enhance their experience and expertise. Staff actively promote equality and diversity to ensure children are fully integrated in a wide range of

activities and festivals.

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

There is very well organised indoor and outdoor play. All children achieve very well and make excellent progress across all areas of learning. Staff value children's ideas and include these in the planning of activities. They evaluate their planning carefully and use the information gained to help children build on their existing skills. Children enjoy learning through topics, such as space, dinosaurs and the weather. Staff work in close partnership with the nursery staff from the host school to develop the children's communication skills, through their involvement in the project Every Child a Talker.

Children's behaviour is exemplary because staff have high expectations and are excellent role models. Children take a great deal of pride in their activities and are very positively supported by staff. They take turns, share play resources sensibly and show respect for one another. They are highly motivated by a wide range of activities, such as problem solving and sensory experiences in the forest school area. Staff provide a vibrant learning environment for the children and encourage them to make independent choices. Festivals such as Harvest, Diwali, Christmas and the Chinese New Year enrich their experiences. Parents are invited into the pre-school to share their knowledge of other countries, lifestyles and customs with the children.

Children are developing an excellent understanding of keeping themselves healthy and safe. They know they should make healthy choices at snack time and eat a wide range of fruit and vegetables, such as apples, bananas, raisins and carrots. They learn to use equipment safely as they prepare their own vegetable soup, bread, fruit salads and smoothies. Children develop excellent coordination skills as they balance on climbing equipment, ride on their tricycles and play ball games outdoors. Outdoors, children enjoy growing fruit and vegetables, such as tomatoes, potatoes, carrots, peas and strawberries. Talks from visitors, such as traffic wardens, police officers and fire officers ensure children understand how to avoid hazards.

Children are very keen to come to pre-school and respond very well to the excellent care and support they are given by staff. They learn about the natural environment and enjoy searching for insects in the forest area. Story times are popular with the children, who listen very carefully to staff when they read aloud. Their creative skills are developed very well as they design a mosaic using re-cycled materials. Most can write their own names and count to twenty and beyond. They enjoy singing counting songs, such as Five Currant Buns and can identify two-dimensional shapes, including octagons and hexagons. Children enjoy sampling Chinese food as they role play in their Chinese restaurant and have many opportunities to learn about diversity. They carefully plant seedlings to grow in their greenhouse and tend to them day by day. They also benefit from visits from the local librarian, a yoga teacher, the vicar and a ranger from the Forestry

Commission. Parents are very supportive of fundraising activities, such as the sponsored village walk. Overall, children are prepared very well for their next stage in learning in this exciting, inclusive pre-school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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