

Whiteway Pre-School

Inspection report for early years provision

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Inspector Jacqueline Walter

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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

Whiteway Pre-School opened in 1978. It is situated in the village of Rottingdean, close to Brighton. The pre-school operates from one room within Whiteway Community Centre and All children have access to an enclosed outdoor play area. The provision is run by a committee of parents and provides Sessional care. It is open from 9:05am to 1:00pm, Monday to Friday, during term time only.

A maximum of 24 children may attend the provision at any one time and there are currently 32 children aged from two and a half to four years on roll. All of the children are within the Early Year Foundation Stage. The setting is in receipt of free early education funding for three and four year old children. Children attend from the surrounding areas. The setting supports children with Special Educational Needs and children with English as an additional language.

The provision employs nine members of staff. Six of these staff, including the manager hold appropriate early years qualifications. The Pre School is supported by an advisory teacher who is employed by the local education authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's good knowledge of each child's needs, good interaction and an effectively organised, stimulating learning environment overall ensure that they are successful in promoting all aspects of children's welfare. As a result, children are very safe and secure; enjoy their learning and make good progress, given their age, ability and starting points. Detailed planning and assessment systems are in place, which in turn provides a wide range of stimulating and varied experiences in almost all areas of learning. The partnerships with parents and other agencies that are involved with children are good making sure that the needs of all children and families are effectively met. A strong commitment to self-evaluation by the manager and staff ensures that priorities for future development are promptly identified and acted on, resulting in a service that maintains effective continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to make choices and decisions, with particular regard to the activities they wish to use
- develop further the opportunities for children to understand and value diversity, with particular regard to disabilities .

The effectiveness of leadership and management of the early years provision

There are good procedures in place that ensure that children are protected well from abuse. For example, staff are fully aware of the signs and symptoms of child abuse and are confident in knowing how to deal with concerns both with children and allegations against staff. Several staff are qualified in first aid and vetting and recruitment procedures are robust. For example, copies of contracts, qualifications and criminal record checks are held on file. There is a good induction system in place, which includes staff reading and dealing with health and safety and safeguarding policies and procedures within the first week. This ensures they are fully aware of their responsibilities and in turn children are kept safe and well protected. In addition to this, Staff and children demonstrate a high commitment to sustainability and work in a way that respects the limitations of the planet's environment and resources. For example, children regularly and independently recycle their paper, food waste and general rubbish throughout the day.

Children with special educational needs and/or disabilities are identified and supported well. Staff ensure the children are well integrated and are themselves effective in working with other agencies involved in their care and learning. As a result, they are successful in taking steps to close identified gaps in children's achievements. Those with English as an additional language are supported very well. For example children are encouraged to use both their own and other languages when greeting each other and when learning songs. There are also lots of positive images displayed, such as written words in different languages. Staff value and work effectively with parents and other agencies. Clear information on the setting as well as policies and procedures is shared through a parents' notice board, a white board, regular newsletters and a prospectus. Good systems are also in place to inform the parents of children's progress. For example, children's development files are available at all times, and parents receive a written summary of progress each term. In addition to this, staff share informal chats with parents on a daily basis. They effectively encourage parents to be involved in their children's learning and voice their opinions and views. For instance, parents make recordings of songs in their home language for children to learn in the setting and they make suggestions for activities which the staff then implement. Links with other settings that children attend are good. For example, a booklet is regularly sent out which gives other settings opportunities to highlight the children's interests and what they are working on at the moment.

Staff implement some strong methods to improve the quality of the provision. For example, they take part and have gained credits in a local authority quality assurance scheme and demonstrate a good commitment to self-evaluation by completing the Ofsted self-evaluation form. This has resulted in good improvements in identified areas which have in turn, successfully impacted on the outcomes for children, particularly regarding children's health and aspects of children's learning. For example, an opportunity for children to grow vegetables in the outside area has been implemented and staff have improved on the range of outdoor play resources they offer the children during the colder months. In

addition to this, staff have attended a selection of additional training, such as a course on Sustained Shared Thinking. Leaders communicate good ambition and drive. For example, some staff have been encouraged to work towards additional qualifications, such as obtaining a First Aid qualification resulting in most of the staff now having this qualification, thus resulting in a service that maintains effective, continuous improvement.

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

Staff provide a welcoming, warm and bright, child-friendly environment where a wide range of stimulating equipment and activities are available, which reflect most areas of learning and effectively challenge children of various ages and abilities. Children have some opportunities to develop choice and decision making skills. For example, they serve themselves food from their lunch boxes and are able to access drinking water at any time. However, as a result of staff having to set out the resources daily, their development in choice and decision making skills is limited. Staff interact well with the children and have a good understanding of how they learn. They effectively extend children's learning in problem solving reasoning and numeracy through every day activities. For example, children count how many people are seated at snack tables, they work out how many pieces of toast are required and then recognise the numbers that have been written on their cups. In addition to this, they go on shape walks where they look for shapes in the environment. As a result, more able children can confidently count to ten and use mathematical language during their play. Children's communication language and literacy skills develop well through staff using open-ended questions. Staff are genuinely interested in children and effectively encourage them to share their news when in a group. As a result, children are confident in communicating about their interests and are motivated into thinking and making suggestions. Children also have very good opportunities to develop their knowledge and understanding of the world. For example, they engage in first hand experiences, such as observing caterpillars as they change into butterflies in a specifically designed cage. In addition to this, they recycle their waste and use some of it to feed wildlife, such as a seagull and a squirrel that regularly visited their Pre School. However, although there are some books and a poster which highlights positive images of disabilities, children's opportunities to develop understanding and a valuing of this is a little limited. The quality of planning to ensure that each child receives enjoyable and challenging experiences is good and takes full account of both children's individual interests and individual learning needs. Staff know the children well and effectively use information from observation and assessment to ensure that children achieve as much as they can in relation to their capabilities. For example, they gather detailed information from parents in "All about me" books, which enable them to effectively ascertain children's starting points. They regularly share information obtained from their written observations and examples of children's work as well as information from other settings that children attend. They then effectively plan a balanced range of adult and child led activities in all areas of learning. As a result children make good progress towards the Early Learning Goals.

Good steps are taken by the staff to safeguard and promote the welfare of the children. For example, external doors and gates are locked, the identification documents of visitors are checked and records are made of their visits. In addition to this, risk assessments of trips and outings are good. For example, individual risk assessments are written up for each trip and are dated and signed, staff reduce the ratio of children to adults and take appropriate equipment such as contact numbers and a first aid kit. Children have good opportunities to develop an understanding of keeping themselves safe. For example, they participate in regular evacuation drills, they understand and comply with routines that promote their safety in the setting, enjoy visits from the police force and are able to role play road safety by using zebra crossing equipment in the provision. As a result, they know to stop at zebra crossings, watch for cars, if there is a red light showing it means stop and the colour green means they can go. Health and hygiene is promoted well. For example, parents are promptly notified of infectious conditions happening in the setting and children engage in everyday sensible procedures, such as washing their hands before meals. There is a high emphasis on healthy eating. For example, children grow and sample their own food, such as tomatoes, peas and sprouts, as well as shopping at the local shop and making Fruit Kebabs. As a result, they know that fruit and vegetables are healthy to eat and they need to wash the germs off their hands before eating their meals. Members of staff are extremely good role models and implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they talk calmly about expected behaviour and encourage collaborative working, such as a tidy up time. They also promote good self esteem and responsibility by nominating a child helper each day. As a result, the children's behaviour is good; they are developing friendly relationships and developing skills, such as the consideration of others. For example, they caringly invite visitors to sit with them and join in with their circle time activities.

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

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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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