

Wingfield Pre-School

Inspection report for early years provision

Unique reference number 303293
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Inspector Tara Street

Setting address Wingfield Young People's Centre, Wingfield Road,
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Telephone number 01709 556463
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*.

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Description of the setting

Wingfield Pre-School is run by a voluntary management committee. It was registered in 1997 and operates from Wingfield Young People's Centre which is situated next to Wingfield Comprehensive School in Rotherham. Children have access to a secure enclosed outdoor play area. A maximum of 16 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 9.15am to 12.15pm term time only.

There are currently 15 children on roll who are within the early years age range. Of these, eight are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds a relevant early years qualification at level 5, four hold a qualification at level 3 and one holds a qualification at level 2 and is currently working towards a qualification at level 3. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the pre-school and achieve well in a bright, stimulating and inclusive environment. They enjoy an interesting range of indoor and outdoor activities which cover most areas of learning well. Staff successfully meet each child's individual needs and most policies and procedures are implemented effectively to safeguard and promote children's welfare. Staff work hard to build and maintain strong relationships with parents, carers and other early years professionals. The manager and staff have a clear understanding of the pre-school's strengths and areas for improvement. They regularly reflect on and evaluate their practice to ensure continuous and sustained improvements in the care and education they provide for children.

What steps need to be taken to improve provision further?

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

- review procedures to ensure medication and existing injury records are maintained confidentially
- develop further the use of the outside play area to provide regular opportunities for children to investigate and explore the features of objects and living things.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because all staff have a good understanding of safeguarding and child protection issues. Detailed policies and procedures are fully implemented to ensure children's safety in the indoor and outdoor areas. Thorough risk assessments are carried out regularly to minimise danger and keep children safe. There are robust collection procedures in place and high security within the pre-school. However, medication and existing injury records are not maintained confidentially because there are multiple entries per page. There are thorough systems in place for the recruitment and vetting of all staff and adults who work with the children. Staff are vigilant in supervising the children to ensure their safety and a good range of equipment is used that is safe and suitable for their age.

Staff build warm and friendly relationships with parents and carers and create a purposeful environment, where all children are included. Parents and carers receive detailed newsletters and useful information is displayed on the parents' notice board. They are actively involved in supporting their children's learning and development and attend regular coffee mornings and stay and play sessions to discuss their children's learning journey files. Partnerships with local schools and other early years professionals are good and information is shared effectively to ensure a smooth transfer to full-time education. In addition, the setting has established good links with outside agencies to ensure children with special educational needs and/or disabilities are effectively supported, as they have attended in the recent past.

The pre-school is well-led and managed and there are good self-evaluation systems in place, which ensure that improvements have a positive impact on the children's experiences. The manager and staff value the views of parents and carers and take these into consideration when identifying areas for development. There are detailed plans in place for future improvements. The recommendations made at the last inspection have been fully implemented. The manager and staff actively promote equality and diversity in the pre-school by ensuring all children's individual needs are fully met. They also use resources imaginatively to meet the needs of the individual children.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result children show care and concern for each other and the environment and form good relationships with staff and other children. Planning systems are very clear and detailed to provide a varied range of play opportunities for children. Good consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and

meaningfully, linking to routines and activities that interest the children. Detailed and useful records of children's progress are used well by staff. As a result all children are given good support to enable them to make good progress.

Children use their imagination well, spending long periods of time in the role play area. They negotiate their role within the kitchen and happily pretend to make toast, burgers and pots of tea. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources gives positive images of themselves and of diversity within society. Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play in the sand and water trays and share the various resources available. They confidently help staff to make dough, taking turns to add flour, oil, glitter and food colouring before mixing it all together. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy stories about imaginary creatures, and listen avidly when they are read by staff, joining in with discussions about the different characters. They are well supported to mark make and have access to a good variety of crayons, chalks and paint, which develops their early writing skills. Such skills ensure they are well prepared for their future success.

Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play. They show skill as they climb, slide and balance on small gym equipment and eagerly participate in throwing and catching games. However, opportunities for children to investigate and explore the features of objects and living things in the outdoor environment are not maximised. Children use tools with skill and are aware of hazards as they build with wooden bricks or play with sand. All of the required information is captured regarding children's health and dietary needs and a healthy snack is available to promote children's understanding of healthy eating.

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

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	2
The extent to which children develop skills for the future	2

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