

Whittington Under Fives

Inspection report for early years provision

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| Unique reference number | 224222 |
| Inspection date | 04/03/2011 |
| Inspector | Mary Henderson |

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Whittington Under Fives Pre-School opened in 1991. It operates from two rooms in a local community centre, in the village of Whittington on the outskirts of the town of Oswestry. The setting pre-school serves the local area. Children share access to an enclosed outdoor play areas.

The pre-school is registered by Ofsted to care for a maximum of 32 children, from two to under five years old. They are registered on the Early Years Register. Children come from the local areas. There are currently 39 children on roll in the early years age range. The nursery is open from 9.00am to 3.00pm Monday to Thursday and 9.00am to 12.00pm on Fridays. The pre-school is open term time only.

The pre-school currently supports children with special educational needs and/or disabilities and children who have English as an addition language. The pre-school employs 8 members of staff all of whom have early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are strong relationships between the staff, parents and their children. The staff also liaise well with other providers of the Early Years Foundation Stage which promotes inclusion. The staff make good use of equipment and resources in the indoor and outdoor areas to provide a broad range of activities for the children. Most systems to ensure children are fully engaged in their activities are in place. Also, most systems to evaluate the provision are good.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to sustain attentive listening and talking in turn when they are working as part of a large group
- ensure all parents are fully included in the self-evaluation processes of the setting

The effectiveness of leadership and management of the early years provision

The positive relationships between the staff and children and the parents ensures children's needs are identified and met. Relationships with other providers of the Early Years Foundation Stage ensures inclusion and continuity for all children on roll. The risk assessments identify possible risk to children in the indoor and

outdoor areas and all outings involving the children. The children are safeguarded because the staff know and implement the policies and procedures of the setting. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. Embedding ambition and driving forward improvement is a key focus of the management and staff. The self-evaluation systems in place include input from the children, staff and management. However, the systems do not yet fully include all parents.

Information sharing with parents is good. There is verbal two-way exchange of information to ensure children's needs are met. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. The policies and procedures are accessible to all parents.

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

The children enjoy daily access to the outdoor play areas. They like to chase one another round and play games like What's The Time Mr Wolf. They also like to follow their friends round on their bikes and scooters and use the climb and balance equipment. This supports children's learning about a healthy lifestyle. Children enjoy making their own funny fruit faces for snack times which also supports their learning about healthy eating. Children know to wash their hands before eating and after using the toilet and do so independently. The staff ensure children's security and sense of feeling safe because they introduce visitors that come into their play room. Children show a good sense of feeling safe because they laugh and giggle with the staff and seek out comfort when they need it. The children are beginning to show an awareness of personal safety. The staff talk to them about crossing the road and visitors such as the local police come in to talk to the children about safety issues. All children are included in the evacuation procedures of the setting.

The children are well behaved and show high regard for one another and their key workers. They initiate their own play through free access to a range of resources and equipment that supports their learning across all areas of development. Children enjoy small group time with their peers and their key workers as they look closely at different sized tools for different jobs. However, during large group times they sometimes become distracted and are not always encouraged by the staff to sustain attentive listening and talking in turn. The children use their imagination in art and design as they freely access the paints and crayons and use various mediums for gluing and sticking activities. They enjoy home corner play as they dress up and take their dolls for a walk around the play areas. Children like to relax in the comfy book area where they sit with their friends and talk about their favourite story books.

Children are beginning to find out about their environment, identifying features

and noticing the natural world. They like to use the local neighbourhood, visiting the shop to buy ingredients for cooking or snacks, walking round the local castle and noticing the swans and changing seasons. Children's interest in the natural world is further supported as staff invite visitors to the pre-school. This includes parents and staff members who bring along small animals for the children to see including lambs and rabbits. Children's skills for the future are fostered well as they explore technology using the computer to explore various programmes which supports their learning about numbers, calculation and following simple voice instructions. Children's problem solving skills are further extended as they explore puzzles and build with construction.

Children have a developing respect for their own cultures and beliefs and those of other people. They explore various festivals throughout the year through arts and crafts, stories, discussions and food tasting. They have free access to a broad range of resources that reflect positive images of diversity including dolls, play food, story and reference books.

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

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| 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

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| 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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| 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

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| 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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Annex B: the Childcare Register

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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