

# Winterslow Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	145965
<b>Inspection date</b>	14/03/2011
<b>Inspector</b>	Mary Daniel
<b>Setting address</b>	Winterslow Pre-School, Village Hall, Midleton Road, Winterslow, Salisbury, Wiltshire, SP5 1SG
<b>Telephone number</b>	01980 863337
<b>Email</b>	
<b>Type of setting</b>	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**

Winterslow Pre-School has been registered for over 40 years. It operates from the village hall situated in Middle Winterslow, Wiltshire. Children have use of two main play areas, a kitchen and toilet facilities. There is a grassed outside play area and the group also has access to the tennis courts for outdoor play.

Ofsted have registered this parent committee run pre-school on the Early Years Register and both parts of the Childcare Register to care for a maximum of 38 children aged from two to under eight years of age at any one time, of whom all may be in the early years age group. There are currently 29 children on roll. The pre-school is in receipt of Government funding to provide nursery education for three and four-year olds and there are currently 21 funded children on roll. The pre-school is open every weekday during term time from 9:15am to 12 noon. A lunch club is provided from 12 noon to 1:00pm every day.

The parent committee employ an overall pre-school supervisor who has a degree in early years education, and five staff in total, all of whom have relevant childcare qualifications or are currently training. They receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle quickly to play at this friendly pre-school and their individuality is recognized and effectively supported through the positive liaison maintained with their parents and carers. Children enjoy the variety of motivating play experiences offered, which are based on their individual interests and which overall effectively support them in making good progress in their learning and development. Staff and management review their practice and are developing systems to ensure all areas of provision are clearly evaluated as they have a clear commitment to continuing to make improvements to develop the service they provide to children.

## **What steps need to be taken to improve provision further?**

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

- develop further the systems of self-evaluation to ensure all aspects of the provision are fully monitored and to support ongoing aims for improvements
- develop further the planning and assessment systems to ensure that children's next steps are consistently identified to inform future planning for all areas of their learning
- organise the implementation of evacuation drills more effectively to ensure all children and staff are involved on a more consistent basis to become familiar

with procedures .

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively promoted as clear safeguarding procedures are in place. The safeguarding coordinator has attended relevant training and clear policies are implemented. Suitable staff recruitment, induction and appraisal systems are followed, and staff are effectively deployed and aware of their responsibilities in supporting children's needs within the daily routines. As a result, the session runs smoothly and helps children to feel secure, knowing their needs will be met. The exciting play areas are very well organized to provide different areas of learning and enable children to move freely between the indoor and outdoor spaces. Toys and resources are very well maintained as they are checked regularly and they effectively support children's needs. For instance, they use colourful cups and plates at snack time and small lidded jugs are provided for them to pour their own drinks. This encourages children's independence skills well. Children are treated equally and are clearly recognized and valued as individuals. Interesting activities are planned to promote their awareness of other ways of living. For instance, they celebrate Burns night by tasting some haggis and swede, and Chinese New Year by trying to eat noodles with chopsticks. Risk assessments are regularly undertaken on the premises and outings, which helps to keep children safe. Although evacuation drills are completed every couple of months, they do not always include all children and staff on a sufficiently consistent basis.

Most strengths and weaknesses of the provision are identified and monitored and evaluation systems are being developed and established, which has helped to make improvements in several areas. For instance, a 'letters and sounds' programme is being implemented, which effectively promotes children's communication, language and literacy. Following recommendations made at the last inspection a deputy supervisor post has been created and two qualified members of staff share this role, observation systems have been reviewed and further ways of encouraging parents' involvement in sharing in their child's progress are being implemented. For instance, parents now share in completing the 'Wow' cards to reflect achievements their child has made at home. Parents regularly liaise with their child's key worker and further opportunities are planned for sharing information on their assessment records, such as through more parent meetings. This helps to provide continuity in children's learning and is promoted further through the clear systems initiated to share ideas on children's development with other providers they attend. These improvements contribute to promoting positive outcomes for children.

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

Children are keen to join in with the range of exciting activities provided and become absorbed in their play. For example, as they play outside with the sand

using the different tools, buckets, scoops and shapes to explore ways of filling and emptying containers. They throw and try to catch the numbered bean bags to each other and build with the large, soft foam shaped bricks. These activities effectively promote their early awareness of mathematical concepts, such as size, space and number recognition, and their hand-eye coordination skills. Children's imagination is very well supported through the different role play experiences provided. For instance, they play in the doctors, an office, hospital or travel agents and also make their own passports to go on holiday. This helps children act out what they see and hear and become familiar with what happens in their world. Purposeful activities are planned, which are based on observations made of children's interests and achievements. Staff are establishing effective ways of identifying children's next steps of development, although these are not yet consistently identified for all areas of their learning, which impacts on some challenges offered in their play. Children have fun mark making together as they paint with water on the large blackboard or paint some beautiful daffodil pictures. They cut out pictures of animals they like and can easily access a range of creative tools and materials to support their free expression in art and design. Children work together well as they 'build a bridge' with large boxes and long strips of cardboard that they balance carefully. As a result, children are starting to develop the necessary skills and interest for learning to provide a sound foundation for future development.

Children are very well encouraged in developing a healthy lifestyle as outdoor activities are emphasized and they often play out in the fresh air, where they can run freely, jump on the small trampoline or slide onto the number mat. They enjoy going for nature walks into the nearby woods where they like to explore their environment, collect leaves and sometimes see buzzards flying overhead. Snack time has been well organised to enable children to choose when they eat and they help to peel and chop up their fruit, such as bananas, apples or grapes and share them out with their friends. As a result, their independence and socialization skills develop very well. Suitable hygiene routines are followed and children know to wash their hands well before eating. Children are interested to meet the community police officer who visits and talks to them about safety. They know it helps to wear their reflective jackets so they can be seen more clearly when on outings. They learn to use child sized tools safely and help staff assess whether the grassy slope in the garden is too wet to climb on. As a result, children begin to develop an awareness of keeping themselves safe from harm. Children behave very well. They help each other naturally within their play and readily share their toys. Staff promote a positive approach to behaviour management. They talk quietly to children explaining any consequences of their actions and use positive reinforcement. This effectively supports children in developing self-discipline and they begin to learn how to manage conflicting situations themselves and play happily together.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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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