

Woodthorpe Pre-School Playgroup

Inspection report for early years provision

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02/03/2011

Inspector

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Setting address

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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

Woodthorpe Pre-School Playgroup was registered in 2005 and is run by a parent committee. It is based in two classrooms within Woodthorpe Primary School in Woodthorpe, near York. Children have access to a secure enclosed outdoor play area and the main playground. A maximum of 26 children under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday afternoons from 12.30pm to 3.30pm and Tuesday to Friday mornings from 9am to 12pm during term time only.

There are currently 33 children on roll who are all within the early years age range. Of these, nine are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, the manager holds an appropriate qualification at level 5 in early years, and is currently working towards level 6, two staff hold a qualification at level 3, one holds a qualification at level 2, and one is currently working towards a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The leadership and management are committed to ensuring that all children enjoy their activities in a safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through observation, assessment and planning. All children are able to make good progress in their learning and development. This is well supported by the strong partnerships with parents, carers, school and the local authority. Informal processes for self-evaluation are in place although the rigour of analysis is uneven but adequate overall. The setting demonstrates an appropriate capacity to improve.

What steps need to be taken to improve provision further?

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

- improve collaborative working within the setting and the process of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for children
- enhance the use of assessment in the cycle of planning and review to ensure clear identification of how activities will promote individual children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff understand their roles and responsibilities in relation to safeguarding children. They have a satisfactory knowledge of the child protection procedures to follow which contributes to children's welfare. Staff members are appropriately qualified and all staff are vetted for their suitability. A record of Criminal Records Bureau disclosures is maintained. All other required documentation, policies and procedures are in place to meet children's needs. Appropriate risk assessments are in place to ensure children are kept safe. All staff including new members of staff have a satisfactory understanding of how to keep children safe.

Leaders and managers are committed to embedding ambition and driving improvement. However, responsibilities for bringing about improvements through reflective practice are not sufficiently shared through a whole setting approach. Consequently,, although self-evaluation is in place and identifies strengths of the provision, future plans that will bring about improvement to the provision are limited because there is less ownership by the staff, committee, parents and children. The setting supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. This is particularly true for children with special educational needs and/or disabilities. Staff value and respect children's differing backgrounds and abilities. This includes celebrating a range of festivals including Chinese New Year where children make dragons from cardboard and practise writing Chinese characters. Other toys and resources reflect diversity well which helps children develop their understanding of people's similarities and differences.

Partnerships with parents and carers are good. They receive regular information through discussions, access to files and notice boards. Parents and carers say staff are 'fantastic', their children are progressing well and they have good relationships with the staff and other children. Staff have developed a positive and constructive dialogue with the host school and other early years professionals to ensure a complementary curriculum and continuity of care and learning.

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

This is a fully inclusive setting. Every child is recognised as an individual in their own right and activities reflect this as they are encouraged to develop self-esteem and confidence in their own abilities. Children with special educational needs and/or disabilities are cared for very effectively by the experienced and knowledgeable staff. Children's behaviour is generally good and staff are patient, gentle, and have high expectations to develop and support this. They offer praise and encouragement at all times. Children learn good manners, learn to share toys and to take turns. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. Staff support and care enables children to feel secure and safe in their environment. Children enjoy good relationships with staff and their peers and say they are happy

at the setting.

Staff plan activities, observe and assess what children know and can do. Key staff have a suitable knowledge about the Early Years Foundation Stage and have good systems to monitor children's development and identify their next learning steps. However, this is not clearly identified in the short term planning so that all staff can effectively use this information to help children progress towards the early learning goals. The setting provides a stable environment for children because the staff team is cohesive and works together effectively. Staff take time to talk and play with individual children to ensure they are developing their skills and learning. For example, staff involve children in preparing a healthy sandwich by cutting vegetables as they say new words such as 'cucumber' to develop their vocabulary. This helps children to develop good dexterity and improve their knowledge about healthy eating. A particularly good aspect of the setting is the easy access to the outdoor area, where children enjoy digging for worms, climbing, using wheeled toys and making marks on the chalk board. Staff effectively promote children's sense of responsibility, care for others and communication skills. These are all essential aspects for their future well-being.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	3
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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