

Westwood Farm Community Pre-School

Inspection report for early years provision

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Inspector	Susan May
Setting address	Community Centre, Downsway, Tilehurst, Reading, Berkshire, RG31 6SL
Telephone number	01189 429865
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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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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

Westwood Farm Community Pre-school opened in 1965 and moved to its present premises in 1975. It operates from Westwood Farm Community Centre in the suburb of Tilehurst, on the outskirts of Reading, and serves children from the local and surrounding areas. The pre-school is run by a voluntary management committee made up of parents. The pre-school is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 26 children aged from two years to under eight years, although it is the groups policy to accept children from the age of three years. Currently there are 49 children aged from three years to five years on roll, all of whom receive funding for early years education. Children may attend for a variety of sessions or for the whole day. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school is open during school term times, from Monday to Friday from 9.10am to 11.40am and from 12.40pm to 3.10pm. Lunch club runs between these sessions from 11.40am to 12.40pm, to enable children to access full day care.

A total of 11 members of staff are employed to work with the children, which includes the manager and the two designated lunch club staff. Of these 10 staff have early years qualifications to National Vocational Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is organised well, with support for children's individual welfare and development needs promoted by well-qualified staff. Children benefit from the pre-school's stimulating play environment, with some free flow play between the indoor and outdoor area beginning to reflect further learning opportunities for all children. An inclusive setting is provided overall, where all children are warmly welcomed and positive attitudes to diversity are mostly promoted well. Children's progress is supported by a range of interesting planned activities; with most interests expressed by the children taken into account. The pre-school has established close links with other carers, early years practitioners and health professionals to enable all children to reach their full potential. Good relationships with parents provide coherence and cohesion as opportunities are provided to encourage parents to extend learning at home. The commitment in improving the outcomes for children is evident in the monitoring and evaluation systems therefore their capacity to improve is good.

What steps need to be taken to improve provision further?

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

- allow children time to explore and develop expressed interests and follow through their ideas
- increase opportunities for free flow play to promote learning opportunities for children who prefer to play outdoors
- further promote attitudes to diversity through resources and activities that encourage children to talk about similarities and differences and the reasons for this

The effectiveness of leadership and management of the early years provision

The pre-school is a long established childcare setting, with a well trained and experienced staff. The staff team are working to provide quality care and demonstrate commitment to developing practices. Rigorous recruitment systems are in place to ensure all staff are suitable, appropriately vetted and qualified. There are well organised risk assessments and security measures in place to ensure children are safeguarded and kept safe on the premises at all times. An on going programme of training is in place to provide staff with a consistent awareness of safeguarding practices and procedures. Staff appraisal systems identify both the pre-school and individual staff training needs and staff regularly review practice at staff meetings and attend local authority courses. Support and advice is available and sought from the local authority early years team to update staff information. Children make good use of well presented play resources that provide opportunities for all children to learn through their play. Children are consistently encouraged to explore the play environment and create their own play and learning, although on occasion sufficient time is not allowed for them to express their interests and develop their ideas fully. The pre-school makes good use of its outdoor area for a wide range of learning experiences and the overall accessibility and variety of toys and resources provided, however, while the concept of free flow play and its benefits for children whose preference is to play outdoors is recognised it has not yet been fully put into practice.

Staff know each child and their family circumstance well, encourage each child to recognise their individuality with good systems in place to ensure each child feels a sense of belonging and is able to take part fully in the provision. Inclusion is threaded through the pre-school and most toys, resources and activities promote positive images, however, these do not always challenge children's thinking to help them begin to understand about similarities and differences of their own and others' lives. There are good partnerships between staff, parents and their children and external agencies to ensure all children reach their full potential. Staff work closely with local school staff to ensure that the transition from pre-school to school is sensitively handled and children are well prepared for the next step in their education. The pre-school's partnership with parents includes sharing information on their children's development and learning progress. Parents are requested to reinforce children's learning in the pre-school through some related activities at home, for example, as they regularly take-home library books to read with parents. Parents comments reflect the regard they have for the pre-school and care their children receive as they state the pre-school is 'wonderful, children

are very happy and develop amazing confidence?. All required policies and procedures are in place and shared with parents. Accident and medication forms are completed accurately and all the required children's documentation is in place and is stored confidentially

The pre-school staff show increasing confidence in their application of reflective practice using their self-evaluation as a working document to monitor their progress with input sought from parents, staff and children. Senior staff show a strong ability to guide and oversee all aspects of practice and the maintenance of quality within the setting, ensuring that the organisation and management of the pre-school promotes children's progress and achievement within a programme of play and learning.

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

Children are confident, feel safe within the setting, are eager to learn and mostly provided with opportunities to follow their own interests to help them make good progress in their learning and development. Children's development folders are accessible to parents who may request them at any time, discussed at parents evening and input from parents encouraged. Children develop secure relationships with staff and each other, as they invite adults into their games and play alongside each other well. Staff adopt a positive approach to behaviour and have clear expectations that children respond to well, for example, Children sit well when required, such as at circle time, and show thought for each other as they sit in a chosen square on the carpet for a story taking care to give each other plenty of space. Children begin to learn to keep themselves safe as staff take a consistent approach to promoting the children's understanding of safety issues by providing age appropriate explanations about the consequences of their actions. For example, as they discuss aspects of the pre-school code about why they must not go into the kitchen or run indoors.

Children's independence is encouraged as they choose what they wish to play with, select their drinks when they are thirsty and access the bathroom freely. Children have opportunities to mark make as they use pens, paper, chalks and a blackboard, paint and brushes both indoors and outdoors to practice their emerging writing skills. Children clearly enjoy books and this is fostered as they choose from a wide range of books available, choose books to take home and sit in the comfortable book area alone or with others at this group time. Children begin to recognise that the written word has meaning as there is clear labelling around the pre-school, while phonic focus groups help children begin to identify initial sounds of names and words. Staff help develop children's language skills as they ask open-ended questions and repeat words and sentences back to children to help them develop their vocabulary and thought processes. Children develop their mathematical understanding as they recognise number in their play, for example, they know that the number four on the home corner means that only four children may go in at anyone time. They problem solve as they build with construction and

work out how to use the hoist in the sand pit and extend their vocabulary through the use of mathematical terms, for example, as they talk about inside, outside, through, high and low when they are playing on the climbing frame. Children have access to malleable materials, puzzles and use tools such as scissors and pencil sharpeners to promote control and coordination. A further range of equipment outdoors allows them to ride, scoot and climb to develop their physical skills. Children begin to make sense of the world around them as they enjoy role-play and have access to everyday technology, for example, as they look through the telescope on the top of the climbing frame, have access to a camera and computer. Although space within the provision to display children's work is limited, examples of children's work in their development folders demonstrate the opportunities children have to use a range of media to explore their imagination and creativity.

Inclusion is threaded through all of the settings practices as all children are valued and a range of festivals and events that are important to the children and their families are celebrated. Children for whom English is an additional language are helped to communicate as staff find out some key words in the home language, using sign, gesture and photos of everyday objects to help children participate in the pre-school day. Children find out about the natural world as they plant flowers and vegetables in the garden, explain what they need to make them grow and talk about the weather. Children begin to understand about the local community as staff build links with the local schools that most children will attend when they leave the pre-school. Staff are knowledgeable about the Early Learning Goals and steps towards them, demonstrating that they have a clear understanding that children learn through play and of the importance in providing a positive environment to help children progress.

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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Annex B: the Childcare Register

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

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