

West Moors Pre-School

Inspection report for early years provision

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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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Description of the setting

West Moors Pre-School opened in 1967, first registered in 1993, operates from two rooms in a well maintained portacabin, accessed by a short flight of steps, close to the local first school in West Moors.

The pre-school may care for no more than 20 children from two years to the end of the early years age range at any one time. There are 43 children aged from two to under five years on roll. The pre-school is open each week day from 9am until 3pm during term time. Parents and carers also have the option of their children attending from 9am until 12.30pm and 12.30pm until 3pm. Children attend from a wide catchment area.

The pre-school employs eight members of staff. All except one hold appropriate qualifications to at least Level 2, three at Level 3. The pre-school supports children with special educational needs and/or disabilities. It is a member of the Pre-School Learning Alliance and receives support from Dorset Sure Start. It is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

West Moors Pre-School is a good provision where children's learning, development and enjoyment are promoted well in an inclusive setting. There are excellent relationships between children, staff and parents and carers. The bright welcoming, well maintained indoor and outdoor environments are well resourced and children enjoy choosing from a good range of activities. All children's needs are met generally successfully, including those with special educational needs and/or disabilities. There are outstanding links with the neighbouring first school and good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- use assessment information more regularly to plan challenging experiences across all area of learning and development.

The effectiveness of leadership and management of the early years provision

All staff are well trained to ensure that safeguarding of children is a priority. All necessary recruitment checks are carried out and records kept securely. Risk assessment is good. Daily checks are recorded for the indoor and outdoor environments and the risk assessments for walking trips in the local area are good. Very good staff ratios are maintained so children get good support with their

learning and development. The pre-school committee members are trained well for good recruitment procedures and effective budget management. Equality and diversity are promoted well and all children are valued and treated equally in the setting.

The monthly staff meeting enables all staff to be involved and contribute to the development of the provision with new ideas and planning of activities. Effective short- and medium-term plans are in place to use grant funding awarded for the outdoor area. Staff demonstrate that suggestions from early years advisers are acted upon rapidly leading to improvements in the provision. Parent and carers suggestions in a recent questionnaire have resulted in excellent involvement with 'Learning Journey' records by taking them home to share with their children and responding with comments. The pre-school is well resourced and staff are deployed well to ensure good levels of support.

There is an excellent partnership with the school. Children soon to be moving on to the Reception class start weekly visits to school with pre-school staff in the summer term. The Reception class teacher visits the pre-school frequently to liaise with staff and pre-school staff are employed at the school. As a result, this enables very good transition for children and their parents, and sharing of good practice in both settings. The school has supported pre-school staff effectively in training for the teaching of linking sounds and letters. Staff attend multi-agency meetings to support needs of vulnerable children which contributes to their full inclusion in all activities.

Parents and carers are very happy with the pre-school. Good induction procedures support those parents and carers of children preparing to start at the pre-school are encouraged to visit, stay and play. This enables children to settle well and parents and carers to build good relationships with the staff, particularly the key worker for the child and share observations of children's progress and development.

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

Children are secure and settle happily because of the support offered by the staff and the clear routines of the session, including short periods of large group time. Children join in well and really enjoy the first physical activity after registration by making suggestions for movements and singing. They are encouraged by good adult support in the active story telling. Children choose from a wide range of good resources and make suggestions about the activities they want to do, for example getting out the play dough and putting specific items in small model dinosaur world which they had made. Children enjoy playing with shaving foam and explore creatively texture and feeling. Adults support children's learning well through talking and questions to develop their language skills. There is a good range of table-based activities, including painting and biscuit making available for them to choose from indoors and outside. These adult-led groups, through good interaction, encourage observation, physical skills and discussion, for example about the nature of flour, weight and purpose of the activity.

The outdoor area is set out well to promote all areas of learning and development, particularly through good role play about a journey and 'looking out over the sea in the real boat'. There is a range of surfaces so that children safely use tricycles, cars, climbing apparatus, tunnels and balance equipment. Adults' sensitive support and positive relationships enable children to be independent through promoting good physical development and safe play. Children know how to make the tunnel safe by preventing rolling and how to balance a partner showing good control and behaviour. They use the cars with consideration for others.

Children wash hands for snack and lunch and before cooking because of the reminders by staff. They know that drinking water is healthy. Parents and carers provide healthy lunches and this is monitored well by staff. A healthy snack is provided daily and children pour drinks independently and learn to use spoons to serve the chopped fruit and vegetables.

Relationships are strong and adults work together very well as a team by taking designated roles for activities and day-to-day organisation and management. The key workers work well with new parents and carers by explaining procedures and taking responsibility for the 'Learning Journey' record of assessment. They know children well. Staff have good ideas for activities and developing children's learning, but this is not fully developed through more closely monitored assessment to provide the next steps in learning. Records are kept of children's participation and progress is evaluated each term but provision does not include sufficient planning of activities to challenge children in the next stage of learning. The work with school staff has enabled children to have good knowledge of linking sounds and letters in preparation for learning in the Reception class. The staff work closely with speech and language therapist to support children with specific learning needs so that they make good 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	1
The effectiveness of the setting's engagement with parents and carers	1

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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