

# Wigginton Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	18/03/2011
<b>Inspector</b>	Sheila Harrison

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<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*.

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## Description of the setting

Wigginton Pre-School and Toddlers is managed by a voluntary committee. It opened in 1974 and operates from two rooms within a village hall in Wigginton near Tring. It serves the village and surrounding areas. There is a secure outside play area.

The setting opens 5 days a week during school term times. Sessions are from 9.15am until 12.15pm. The committee runs a parent and toddler group within the premises on Wednesdays from 10am until 11.30am. Children are able to attend for a variety of sessions. A maximum of 28 children may attend the setting at any one time. There are currently 25 children attending who are within the early years age range. The setting is registered on the Early Years Register and provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and four members of staff hold a level 3. Two staff members are also working towards a level 3 qualification. The setting receives support from the local school and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children greatly enjoy their time in the setting. They are making very good progress in their learning and development and are mostly actively engaged in their play. The setting is accessible, inclusive and welcoming where staff are aware and respond to the individual needs of the children. This ensures that the uniqueness of each child is fully recognised. Children are effectively safeguarded and protected. Records and procedures mostly ensure their health. Children benefit from a close partnership with parents and the school. There are suitable links with other settings and professionals. Staff work together as a strong team and continually strive to improve the provision through careful reflection on their practice. As a result, the setting is well placed to maintain and sustain continuous improvement.

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

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

- take necessary steps to prevent the spread of infection, with regard to hand-washing procedures
- maintain a regular two-way flow of information with providers who also deliver the Early Years Foundation Stage
- review the routines and deployment of staff to ensure that every child

receives a challenging learning experience that is tailored to meet their individual needs.

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

Children clearly benefit and thrive as a result of the setting they are in. Staff provide a welcoming environment. There are valuable opportunities for children to see their own names and photographs of them enjoying their play. This helps to develop a secure sense of belonging. The available resources are used well to achieve the planned goals in learning and development. They have access to a safe and exciting outside area. There is a well established team of knowledgeable and experienced staff. All staff undertake sensitive observations of the children's development, they gather and effectively use this information in the plans to aid children's progression. They are skilled at promoting positive attitudes to learning although, on occasions, staff are without full information on appropriate intervention to extend children's spontaneous play and thinking. Staff are generally well deployed. They are available to support children's learning individually and in small and large groups, however, some aspects of the routine, such as the large circle times and snack time, leave children sitting for long periods of time and not all children are purposefully engaged in their play.

The setting is motivated to seek further improvement and staff are effective in focusing their efforts on priorities. They are eager to improve their skills through short courses and training. The system of storing Criminal Bureau checks has been initiated following a recent management course.

Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They have a wide understanding of each child's background and needs. They work closely with parents of bilingual children to ensure they are well supported whilst learning English. Staff take effective steps to close identified achievement gaps. They promptly identify a child's need for additional support sharing information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the help he or she needs.

The setting has a highly effective relationship with the local school. Teachers visit the setting and work in partnership with staff on the observation and assessment systems. They see each child's learning journey and this ensures that children are secure and the transition onto the next setting is sensitively handled. Some children are attending two settings and attempts are made to contact some of these providers, however, this procedure is not securely in place. This potentially reduces the continuity of learning for the children.

There is a highly positive relationship with the parents ensuring that staff have a wide understanding of each child's background and needs. Parents are well informed about the work of the setting and with the progress their children make. Parent's views are actively sought and acted on through regular questionnaires. They speak very highly of the partnership with the staff. They are encouraged to take an active part in the setting and their skills are valued. Parents report that

they are very happy with the setting and one parent commented that her child 'would come seven days a week'.

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

Children are happy, involved and make very good progress. They are motivated and interested in a broad range of activities indoors and outside. The children count how many of them there are at registration time and use jigsaws that encourage them to put actions into sequences. They make notices for a shop, decorate biscuits and sell them to their parents as part of the fundraising for 'Red Nose Day'. They learn about the wider world and help others by raising money for charity. They pay a pound to wear ears for the day. They celebrate their festivals and those of their friends and acknowledge the festivals of others.

Children play alongside their peers successfully and the older children help the younger children in their learning by helping them to put on their coat. Staff provide a plentiful supply of resources so children develop their understanding of the need to cooperate and resolve situations. An interest in Dalmatian ears lead children and staff to find the model Dalmatian dog in the farm set.

Children are helped to keep themselves safe as staff encourage them to adopt responsible practices, such as tidying up and moving carefully around the premises. They participate in regular fire drills and therefore learn how to stay safe in an emergency.

Children's health is well promoted although the use of a communal bowl for hand washing does not fully prevent the spread of infection. Children are learning about a healthy diet. They have fruit or raisins and the choice of milk or water at snack time. Children's allergies are respected and catered for. Older children are becoming independent as they pour their own drinks. They learn about healthy bodies as they exercise to the music and movement tape. Children have many valuable opportunities to play in the fresh air. The outside area is exciting giving many opportunities for children to move safely. Children have great fun searching for the stickers that are hidden in the garden as part of the celebrations for a charity fundraising event. Older children's learning is extended as they record and count the type of animal stickers they have found. The rain gives the children the chance to see the changes in the paper when it is wet. There is an area for growing and the setting provides high-visibility ponchos to allow children to play outside in most weather conditions. Children enjoy wearing the ponchos and it has sparked their imagination as they use them as props in their 'super hero' play.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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