

Wirksworth Pre-School

Inspection report for early years provision

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Inspector

Justine Ellaway

Setting address

Cemetery Lane, Wirksworth, Matlock, Derbyshire, DE4 4FZ

Telephone number

01629 822625

Email

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

Wirksworth Pre-School opened in 1965. It operates from a single storey building in the village of Wirksworth, Derbyshire. The pre-school is open each weekday from 9.00am to 11.30am and 12.45pm to 3.15pm during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 84 children on roll, all of whom are within the early years age range. The pre-school currently supports children with special educational needs and/or disabilities.

There are eight members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is well supported in the majority of areas to ensure they make good progress. Their welfare is suitably supported through consistent implementation of the setting's policies and procedures. Partnerships with parents are well developed to promote consistency of care for children who attend. Partnerships with other organisations are newly established but suitably considered to promote consistency of support for individual children. The setting continually reflects on practice and makes changes or improvements to practice to benefit outcomes for children.

What steps need to be taken to improve provision further?

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

- review adult led activities to ensure that the particular aspect of learning identified is delivered to support children's development towards the early learning goals
- support children to maintain attention, concentrate, and sit quietly when appropriate

The effectiveness of leadership and management of the early years provision

The staff team work well together and there is effective communication to ensure that the individual needs of children are met. Staff are clear of their role and responsibilities and as a result the session runs smoothly and they are able to spend their time with the children. Systems to establish the suitability of staff, both

at the time of appointment and on an ongoing basis are well developed. This ensures that appropriate checks are undertaken on adults working with children. Systems regarding child protection are well established. The designated person has a sound understanding of what to do if there are concerns about a child attending the setting. Risk assessments are detailed and updated regularly to ensure the safety of children within the premises and on outings. Careful consideration is given to the supervision of children when they play outdoors to ensure their safety. Staff position themselves at certain points within the outdoor area so they can see children at all times.

The management team are very reflective and are continually evaluating practice and identifying areas for improvement. The implementation of new practices are carefully considered to ensure they are successful, for example, staff are to attend further training before delivering different activities to further support children's language and communication skills. Recent changes have developed children's independence through the provision of free flow to the outdoors and the variety of activities on offer through outings into the local community. Future areas for improvement are relevant and realistic.

The organisation of the space provides a stimulating and comfortable environment for children to play and learn. Additional toys and resources are stored in drawers and children help themselves to these during play. For example, children get out the musical instruments to use alongside the tape player and microphone. They also move toys and resources into different areas to extend their play, for example, bringing the tools into the role play cafe. Although the setting has a reasonably small amount of outdoor space, they make good use of this to provide opportunities for children to engage in different activities. For example, planting and growing, pretend play in the house or riding around on sit and ride toys. Activities and resources that support children's understanding of the wider world are suitably provided. They enjoy looking at books which represent people of different race and doing activities around festivals throughout the year such as Chinese New Year. They also go on outings into the local community.

The partnership with parents and carers is well developed. A regular newsletter contains useful information about forthcoming events and also details of recent committee meetings. Appropriate information is displayed on the parent's notice board so that they have access to information that affects the care of their child, such as relevant policies and procedures. Staff are available at the end of the session to talk to parents about children's progress. There is also a yearly formal meeting that parents are invited to attend. Information contained within the termly plan for each child means that parents can support their child's learning at home, promoting consistency of care. The co-ordinator for supporting children with additional needs is proactive and committed to the role. She places the need to support children as the priority, contacting and involving external agencies and professionals where appropriate. Clear targets are developed for staff to support children who have additional needs. Links with other settings that children attend are newly implemented but thoroughly considered. Careful thought has been given to how much information is shared and how regularly to ensure there is consistency of care and support for each child.

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

The friendly and relaxed environment is a comfortable place for children to enjoy and achieve. A strength of the setting is the way in which children are supported to settle quickly, if they are initially upset at being separated from their parent or carer. Staff are effective practitioners who support children's learning and development through both free play and adult-led activities. They promote children's independence and problem solving skills as they encourage them to attempt to do things for themselves. However, on occasion the delivery of an adult-led activity is not sufficiently resourced to ensure that the learning intention is fully supported. Staff maintain useful records of what children can do to identify any support they need and what their next stage of development is.

Children are happy and confident in the environment. They play in small groups during free play, choosing friends to play with. Their behaviour is very positive. Lots of praise and encouragement boosts children's self-esteem and they enjoy sharing their achievements with others. For example, a child shows the tower they have built to other children who comment positively. Staff are very effective at explaining the expectations to children and as a result children know what is expected of them and understand right from wrong.

Children enjoy playing with jigsaw puzzles and there are a good range of them of varying complexity to stretch and challenge them. They spend time working out where the pieces go and will persevere until the puzzle is completed. Children have regular opportunities to count, talk about number and to develop an understanding of shape and size as staff ask relevant questions during play. Children use a timer in the cafe to indicate how long it will take them to cook the food. They measure their height on the chart on display.

Children communicate well. They chat to each other during play and will explain what they are doing. They enjoy looking at books and listening to stories. They use their imagination well as they engage in role play with others. They enjoy drawing and will spend time perfecting their work. Children develop their small muscle control as they use scissors to cut out shapes, which they do well. They are given good support to develop early writing skills as they write their own name and more able children can do this freehand. In the vast majority of areas children are well supported to be independent and sustain their attention. For example, during free play they can engage in play for long periods of time without adult support. However, during group circle time children quickly become distracted and lose their attention, and as a result some of them do not participate in the session.

Children love playing on the sit and ride toys outdoors. They are physically challenged as one of the areas is slightly uphill and on a corner and as such they have to use extra effort to move their car forward. They demonstrate a sound understanding of their own and others safety and follow the rules for using the road, for example, all going a certain way around. They are careful when steering and moving them forward and make every effort not to bump into another child. Staff give clear explanations of why something is not safe which supports

children's understanding, for example, a member of staff guides a child to put a toy on a shelf so that they do not trip.

Children engage in a variety of interesting activities. To support their knowledge and understanding of the world, they were involved in an activity watching and identifying different birds in the local woodland. They demonstrate a sound understanding of when it is appropriate to wash your hands, which is well supported by staff. They grow fruit and vegetables which they then pick to have for their snack, which supports their understanding of a healthy lifestyle.

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

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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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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