

The Wendy House Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

The Wendy House Pre-School opened in 1984. It is a registered charity run by a voluntary committee. The pre-school occupies a large room in the community centre, situated within the grounds of Radstock School. The pre-school also has the use of two smaller rooms and a kitchen if required and the use of the school playing areas. The pre-school serves families from the local community in Earley. The pre-school is open Monday to Friday from 9am to 12pm, term time only.

The pre-school is registered with Ofsted on the Early Years Register. A maximum of 26 children between the ages of two and five years may attend the pre-school at any one time. There are 44 children on roll, all within in the early years age range. The pre-school is in receipt of funding for the provision of early education for three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who have English as an additional language

.The pre-school employs 11 members of staff; all staff hold suitable early years qualifications. The manager holds early years professional status and the deputy is currently working towards an early years foundation degree. The pre-school receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff know the children well. They ensure that all children are fully engaged in and enjoy the activities. The setting benefits from exceptional relationships with parents and the local school. These partnerships, combined with a positive attitude to meeting the needs of all the children, result in children making good progress overall. A comprehensive and well-developed range of self-evaluation methods ensure that practice is reviewed regularly. Improvements are continually made to secure the highest standard of practice, although, some improvements are still being embedded. The setting demonstrates an excellent capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- enhance planning further by making use of the children's interests to guide their learning, especially for those children with English as an additional language

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are outstanding. Children's well-being is effectively enhanced by excellent organisation, detailed child protection procedures and the rigorous implementation of all policies relating to the care of children. Children's safety is given the highest priority and systems for ensuring that children are safeguarded are robust and thorough. Staff looking after children undergo robust checks and all hold suitable childcare qualifications. All staff undergo effective vetting and recruitment processes, with appropriate induction and up-to-date training and development.

Resources are used extremely well. They provide children with high quality experiences, which ensure they make strong progress and develop in a happy and safe environment. Inclusion is strong; adults are skilled at sensitively and warmly enabling all children to participate in activities. Children learn to appreciate the diversity of backgrounds and experiences through a range of well planned activities and resources.

The staff team have high aspirations for providing very high quality provision for all children. Inclusion for those children with special educational needs and/ or disabilities and English as an additional language is developing extremely well. However, within these groups children make marginally less progress than that of their peers in communication and language development.

The setting works extremely positively in partnership with a range of agencies, ensuring support for children is consistent and focussed on individual needs. Relationships with parents, carers and the local infant school are very strong; the setting makes excellent use of the facilities and other resources. Transition arrangements are comprehensive, ensuring that children's well-being is significantly enhanced. Parents and carers express every confidence in the staff. They are happy with the level of care and communication they receive, which allows them to be fully involved with their child's learning. The setting regularly seek parent and carers views through questionnaires and these contribute to improvements in provision. The staff are very well qualified and dedicated to their role. Their effective communication, enthusiasm, ideas and priorities for the setting ensure everyone is clear on the way forward. Self-evaluation is excellent and underpins the continuous drive for further improvement. The recommendations from the previous inspection have been implemented and as a result the care and well-being of the children has been significantly enhanced.

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

All children are happy and secure within the friendly and welcoming environment, where they make very good progress in their overall development. Staff have the highest expectations of all children and act as effective and consistent role models

in all they do. The setting is extremely well organised to help children achieve and enjoy in their learning. The range and quality of learning experiences, both inside and out, are of high quality and are enriched by the close interaction between children and adults. There is a good balance between adult-led and child-led activities, with children developing the ability to make sensible choices about what they do. They work together well and enjoy all the activities offered, exploring and enjoying the wide range of resources.

Staff are highly skilled and sensitive in their management of children and their behaviour. At all times behaviour is excellent and children confidently share equipment and ask adults for help. They learn about being safe through role play activities, stories and displays. Relationships are outstanding and adults are excellent role models for the children. Staff and children really enjoy their time at the setting and an excellent rapport has been established, which has a very positive impact on the children's achievements.

Children's awareness of how to lead a healthy lifestyle is supported very well. The café style snack bar not only encourages a positive attitude and awareness of healthy eating but allows children a social time to reflect on what they have been doing; for example, discussing a game they have played in the garden or comparing what they have for snack. Children demonstrate good table manners because adults provide a positive role model, initiate conversations and reinforce excellent behaviour through praise. This helps children to develop the necessary personal and social skills to support their future economic well-being. Children have access to spacious and well-organised outdoor areas. These have activities such as ride-on toys, sand and water play and climbing apparatus that all support the development of social and physical skills. All children show good skills. They are able to pedal, climb, run jump, throw, catch, while showing a good spatial awareness. The children demonstrate excellent skills of independence and know how to use the activities safely and responsibly.

Children achieve well and enjoy their learning because of the wonderful support and guidance offered by staff. Children have many opportunities to make progress in all six areas of learning, as these are covered effectively. The new system of planning is comprehensive, well evaluated and is becoming embedded in everyday practice. Observations are used extremely well to plan activities that meet the needs of most children to a very high standard. However, although planning makes good use of children's interests staff do not always make good use of this to enhance children's learning further. 'Learning Journeys' are regularly shared with parents and carers, who also contribute their own ideas and observations of their children's progress; playing an active part in their children's learning. Next steps are clearly identified to support further progress. Overall, children make very good progress in this warm and secure setting, which enables children to develop the necessary skills for the future.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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