

Waingroves Pre-School

Inspection report for early years provision

Unique reference number	206896
Inspection date	23/03/2011
Inspector	Justine Ellaway

Setting address	Waingroves Community Centre, Church Street, Ripley, Derbyshire, DE5 9TF
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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*.

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

Waingroves Pre-School is managed by a committee. It opened in 1980 and operates from the Community Centre in the village of Waingroves, Derbyshire. The pre-school is open each weekday from 9am to 12 noon during term time. All children share access to an enclosed outdoor play area. The nursery is accessible to the ground floor/access to the nursery is via two steps.

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 24 children may attend the pre-school at any one time. There are currently 27 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

There are five members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. 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 satisfactory.

Children are happy and comfortable in this relaxed and friendly setting. They make satisfactory progress in their learning and development as most systems are suitably established. Most of the required documentation is maintained to promote children's welfare. Systems to work with outside agencies are well developed in some areas. Useful information is shared with parents and to carers to promote consistency of care. The setting has developed a system for identifying areas for improvement although this is not fully established.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep records of information used to assess suitability to demonstrate to Ofsted that checks have been done, including the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people).
- 13/04/2011

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

- develop further planning systems to stretch and challenge all children
- review systems to allow children to show increasing independence in selecting and carrying out activities, for example, at snack time

- improve systems used to make decisions on the suitability of staff so that they use evidence from the range of sources detailed in the EYFS Statutory Framework
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are safe whilst at the setting as risks and hazards are minimised and the risk assessment is reviewed regularly. Staff also complete a daily checklist to ensure that areas are safe before children arrive. Some checks are undertaken on staff at the time of appointment to establish their suitability, although this does not include a broad range. Every adult working at the setting has undertaken a Criminal Records Bureau check (CRB). However, the setting has not maintained a record of all of the CRB's as required by the Early Years Foundation Stage. The designated child protection officer has a suitable understanding of how to deal with child protection concerns to ensure that children's welfare and safety is promoted.

The management team have written their own evaluation document as well as an action plan in conjunction with the Local Authority. Some improvements or changes made benefit outcomes for children, for example, the provision of a varied range of sit-and-ride toys to develop children's physical skills. However, the evaluation document has not been updated for some time and is therefore not fully reflective of where the setting is at. Also, the setting has not fully explored how they can implement all of the targets agreed in the action plan.

Resources are on most occasions satisfactorily deployed throughout the session. Some additional resources are available for children to self-select and on occasion some children will do this. There are suitable resources to promote children's understanding of the wider world, for example, books, dolls and play people that represent people with disabilities or of different race. Parents are invited into the session to talk about their own culture and bring in items linked to festivals, for example, food. Staff spend time during the session supporting children at different activities.

Systems to work with other agencies to support children with additional needs are well established. Regular meetings enable parents and professionals to agree and discuss consistent support. The setting is not as proactive in securing training to update staff knowledge and skills. Relevant information is displayed on the parents and carers noticeboard and included within the parent's and carer's information pack. The setting has recently carried out a questionnaire with parents which seeks their satisfaction feedback.

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

Children make satisfactory progress towards the early learning goals. Staff promote a warm and friendly atmosphere which makes this a comfortable environment. Children enter confidently and greet others as they arrive. They behave well and are given effective support to develop their understanding of right and wrong. They play well together with their friends in small groups during free play.

The staff team produce a weekly planning document which is clear and identifies the layout of the room and resources, along with adult-led activities. A note is made of children's favourite toys and they are then included in the forthcoming plan. Staff use effective methods such as discussion and questions to promote children's learning. They demonstrate that they know the children well. However, on occasion children who are more able are not sufficiently challenged as staff do not always extend their learning.

Children's independence is promoted as they choose what they play with during the session. They are usually able to find something to play with and often make up their own games, even on occasions when there is a small range of toys. During snack time children pour their own drinks. However, their independence in other aspects of snack time is not fully promoted as staff give out plates, cups and food.

Children thoroughly enjoy listening to stories and joining in with songs and are reasonably attentive during circle time. Some children are able to recall favourite stories. Children develop their communication skills as they respond to their name at register time. They have opportunities to develop language and communication as they join in with group activities on letters and sounds. Children are encouraged to count regularly and recognise numbers. They join in with songs that help them learn about early calculation.

Children are developing their self-care skills as some of them get a tissue to blow their nose and throw this in the bin. They go to the toilet independently. They enjoy a healthy snack and help themselves to a drink during the session which contributes to their understanding of being healthy. They demonstrate an awareness of safety as they move carefully around the environment. They stop on the sit-and-ride toys so that they do not bump into others. Staff give careful explanations about why things are not safe and children listen and follow instructions.

Children enjoy riding around on the various bikes, trikes and scooters outdoors. They show good control and balance. They use their small muscle skills as they use various tools such as paintbrushes and rollers with water outdoors. Children enjoy using the two laptops and develop their skills in information and communication technology, as they use the touch screen or the mouse to operate the programme.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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