

# Wind in the Willows Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY419010

**Inspection date**

28/03/2011

**Inspector**

Marilyn Joy

**Setting address**

The Bowman Centre, Shears Drive, Amesbury, SALISBURY,  
SP4 7XT

**Telephone number**

07895652936

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Wind in the Willows Pre-school was registered in 2010. It is situated in a community centre in the Boscombe Down area of Amesbury. Children have use of the main hall and community room. There is access to a fully enclosed outdoor area. The pre-school is open from 9.00am until 3.00pm Monday to Friday term time only.

The pre-school is registered on the Early Years Register to care for 48 children over the age of two years. It is in receipt of funding for the provision of free early education for three and four-year-olds. There are currently 21 children on roll. There are six staff who work with the children, of these, four staff hold early years qualifications and two are working towards a relevant qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a well-organised and well-resourced environment where a strong emphasis is given to improving practice and offering good quality care. Comprehensive arrangements are in place for ensuring the safety and security of the premises and ensuring children's health and welfare needs are effectively met. Overall children make good progress in their learning and generally written records reflect this. Positive partnerships are established with parents and provide a secure foundation from which children can grow and develop.

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

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

- further develop arrangements for assessing children's capabilities when they first attend and tracking their progression across all aspects so that records clearly reflect what they can do
- review planned and everyday activities so that all staff are fully aware of maximising learning opportunities and more able children are challenged and extended.

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

Effective measures are in place to ensure children's welfare is safeguarded. Staff have a clear understanding of child protection issues and know what to do if there are concerns about a child in their care. Robust recruitment and employment systems ensure staff are suitable to work with children and they understand their roles and responsibilities. Comprehensive risk assessments help ensure the

premises are safe and secure, and potential risks to children are minimised particularly as it is a community building. Most documentation is maintained appropriately and provides staff with the information they need to meet children's individual requirements. Policies and procedures are thorough and shared with staff and parents.

Management and staff are clearly committed to developing the quality of the pre-school and outcomes for children. Several staff are working towards early years qualifications to develop or extend their skills. Specialised workshops are attended and training shared with all staff to support particular areas for improvement, such as the development of safeguarding knowledge and promotion of children's communication skills. The views of staff and parents, as well as feedback from local authority advisors, contribute towards clear plans for further improvement.

The premises are light, bright and welcoming. There is an extensive range of resources available and these are used imaginatively to provide an exciting variety of experiences indoors and outdoors. They include a variety which promote a positive awareness of diversity and encourage respect for others. Staff get to know children well which helps them support their learning effectively in most aspects. There are clear arrangements for liaising with parents and other professionals in order to ensure individual needs are met.

Partnerships with parents are very positive. They are well-informed about the pre-school and their child's experiences through a comprehensive range of written and verbal communications. Parents appreciate the daily communication diary because it helps them encourage conversations with their child about what activities they have been involved in. They comment on how happy and settled their children are and how much they enjoy their time at pre-school.

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

Children are comfortable and at ease at the pre-school. They arrive confidently and quickly settle to activities of their choosing. Effective storage means they can select toys and equipment for themselves and be involved in directing their own learning. Attractively presented resources and innovative activities engage children's interest and encourage them to experiment and express themselves freely. There are clear systems for assessing children's progression and incorporating their next steps for learning within the broad range of activities offered. However, when children first attend information gathered from parents is not always used effectively, alongside initial observations, to formally assess their capabilities across all aspects of learning. Likewise, staff get to know children well and continually observe them, although written records do not always reflect this and clearly track what they can do. This means that records shared with parents do not provide a clear picture of their achievements. Generally staff support children well, although there are some occasions during planned and everyday activities when opportunities are missed to challenge more able children, for example, to become more independent at snack time or begin to recognise

rhyming words and sounds for themselves.

Role play areas are designed to interest boys and girls. Indoors there is a tent and dinosaur area as well as a kitchen and home corner. Outside the play house becomes a fire station and cars the fire engine. Props are added for the water hose and blue light. Staff effectively support imaginative play and encourage them to take turns as they enthusiastically manoeuvre the cars around pretending to put out fires and receive new calls on the telephone. Signs and labelling are effectively displayed indoors and help children to become familiar with words and numerals, although they are not always used in the role-play areas and outdoors to fully extend children's play. Most children identify their names when they arrive and staff reinforce this at snack time when they also promote counting and letter recognition. Staff liaise closely with parents to support children who are learning English as an additional language and ensure their home language is equally valued. Children enjoy sharing books with staff and each other. They listen attentively to stories and eagerly join in with repeated refrains and identifying different shapes.

Children's good health is effectively promoted through the provision of healthy and nutritious snacks, consistent hygiene routines and plenty of fresh air and exercise. Free-flow between indoors and outdoors means children can play outside whenever they want to. Physical skills are easily encouraged as children use forks and tweezers to create their own patterns with paint or mix sand and water to make sand castles. Children's emotional well-being is supported well through the positive relationships developed with staff and the frequent praise and encouragement they receive. Simple routines generally help children understand what is expected and develop a clear understanding of how to stay safe and healthy. Children demonstrate a clear sense of belonging and security within the setting which is evident in the confident manner most move around the pre-school and interact with adults.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

