

Woodseaves Pre-School

Inspection report for early years provision

Unique reference number EY410506
Inspection date 07/02/2011
Inspector Julie Preston

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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

Woodseaves Pre-school opened in 2010 and operates from within Woodseaves Methodist Church in Woodseaves, Staffordshire. Children attending the group also visit Woodseaves Primary School for P.E. sessions and have lunches and story sessions, prior to collection by their parents. The pre-school serves the wider and local community. All children share access to a secure enclosed outdoor play area. The Pre-school is open each weekday morning from 9am until 1pm, term time only.

The Pre-school is registered on the Early Years Register and on the compulsory part of the childcare register. A maximum of 20 children may attend at any one time. There are currently 20 children aged from three to five years on roll, some in part-time places. The Pre-school is in receipt of funding for nursery education.

The Pre-school currently has four staff, two hold appropriate early years qualifications and one is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a mostly safe and secure environment. They are able to make good progress towards the early learning goals through a wide range of activities that challenge and stimulate their interest. This is an inclusive pre-school, where each child is recognised as unique and staff ensure that their individual needs are met well. There is a good working partnership with parents and the majority of the policies and procedures are implemented well. This helps the pre-school to further develop methods to reflect on their practice and to monitor the care and education of children.

What steps need to be taken to improve provision further?

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

- Ensure reasonable steps are taken to ensure children's safety. This specifically relates to the temperature of the wall heater in the toilet area (Suitable premises, environment and equipment). 21/02/2011

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

- Implement induction training devised for new staff to help them understand how the provision operates and their role within it.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and their role and responsibility in reporting concerns. They have mostly effective procedures to ensure children are safe and their welfare is promoted. For example, risk assessments and daily safety checks are completed and appropriate recruitment and vetting procedures are in place. However, a potential hazard is present within the children's toilet area. Also, the staff induction procedures are not implemented effectively, which potentially compromises children's safety. The pre-school has systems to ensure that all members of staff are qualified and that their continued suitability will be monitored. Staff are pro-active in attending training to increase their knowledge and skills. For example they attend courses in equality and diversity and the walking bus training. Daily visual checks are undertaken on all parts of the premises that the children come into contact with. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information required regarding children's individual needs.

The partnership with parents is well-developed. For example, some parents have shared information on their job roles with children in relation to their current topic of 'people who help us'. Parents commented that they felt the group had a strong and very approachable staff team and that children were provided with activities that stimulated and challenged them. Parents are aware of the activities their children are provided with, as they receive newsletters and information in their individual diaries from their child's key workers. Parents have open access to their children's assessment folders and daily diaries help communication between staff, parents and other settings children attend; helping to keep everyone informed of individual children's care and well-being.

The pre-school has procedures for identifying children who may require any additional help. This ensures that each child benefits from appropriate support to enable them to reach their maximum potential and benefit from a positive learning experience. A settling-in procedure and initial information sharing with parents means that children feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The manager has devised systems to develop partnerships with local pre-schools and schools. They also are aware of the importance of sharing plans to avoid duplication, ensure continuity in learning and support children's smooth transition to school. The management has made good progress in developing the pre-school. They have plans to for all staff to continue to update their skills and experiences.

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

All children are extremely happy, confident and secure within the pre-school environment; they are fully included within every aspect of the pre-school and are able to access an extensive range of activities and equipment. Children cooperate extremely well with each other, sharing resources as they play together both in the

inside and outdoor areas. They choose from a wide variety of writing materials and creative resources to make glittery dough and write recognisable marks on paper, when attempting Chinese writing. Children confidently self-select resources as they are stored at low level and are very confident, when speaking with staff, to request additional resources verbally and from the pictorial resource book available. Their technology skills are developing well, as they access a range of resources daily that support this such as calculators, computers and battery operated toys. Children are eager, full of enthusiasm and exude confidence as they join in with staff and other children, in small and large groups, to share experiences with them about their activities at the weekend. The pre-school has a good selection of resources and provides activities that enable the children to look at other cultures and minority groups. For example, children were actively engrossed and enthused about the Chinese New Year, finding out about what it was and trying a range of Chinese food using chopsticks at snack time. Staff are vastly skilled in engaging with the children through talking to them, encouraging independence and inspiring them with great confidence. Children have every opportunity to develop personal independence in all aspects of the group, they manage their clothing, they self-register themselves when they arrive and adeptly implement roles and responsibilities staff give to them within the session.

Staff have a detailed record on each child's progress, their interests and their next steps for learning and development. They work very closely with the parents and other groups to monitor children's progress and share individual learning and development records. The pre-school has a formal method of monitoring and evaluating activities, within the plans provided for children, to measure the effectiveness of staff practice and the children's progress in the Early Years Foundation Stage. Children are provided with lots of opportunities to learn about the natural world. They discover growing materials and look at the living creatures they find, when playing in the outside area and when walking in the local environment. They enjoy noticing signs of spring, as they look at the daffodils beginning to grow in the borders, on their walk to the local school. Staff provide regular opportunities for children to extend their understanding of number and problem solving by counting and reasoning during daily routines. For example, children count how many bricks they have used to build their towers and count how many children are at pre-school that day. Children use paint brushes, pens and scissors with increasing control, and have daily opportunities for sensory play with water, sand and play dough.

Space within the pre-school is well utilised so that children can choose their own activity, such as, playing in the role play area and participating in the floating and sinking activity. Children use the outdoor play area every day and generally play companionably side by side. They enjoy physical exercise using wheeled toys and climbing equipment and have regular opportunities to participate in physical education sessions. Children are taught to adopt a good standard of hygiene, as they are helped to understand how and why they wash their hands before food and are aware that they use the gel to clean their hands, to get rid of the germs. Snack times are sociable occasions with children independently accessing their own snacks and drinks before sitting down, chatting together and enjoying the experience. Children are taken on outings in the local community to take harvest parcels to the elderly and to visit the local school, enhancing their sense of the

world. Behaviour within the nursery is good. Children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. The confidence they gain through their time in the pre-school ensures they are developing into active learners, prepared for the future and this contributes to their literacy and communication skills.

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met