

Wigmore Church and Community Under Fives Pre-School

Inspection report for early years provision

Unique reference number	105233
Inspection date	14/02/2011
Inspector	Lisa Paisley
Setting address	Crawley Green Road, Luton, Bedfordshire, LU2 9TE
Telephone number	01582 731188
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.

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
W: 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).

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.

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

Wigmore Church and Community Under 5's Pre-School opened in 1990. The setting operates from a local church community centre. It is situated within walking distance of schools and shops in Luton, Bedfordshire. All children share access to a secure outdoor play area. A maximum of 30 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9am to 4pm Monday to Thursday and 9am to 3pm on Fridays.

There are currently 64 children aged from two to four years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register.

The pre-school employs 12 staff, of whom ten of the staff, including the managers, holds appropriate early years qualifications. The manager is currently working towards Early Years Professional Status (EYPS). The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children in the early years age range are good as staff have an effective understanding of the Early Years Foundation Stage and the developmental needs of young children, including their learning skills. Children's personal, social and emotional development is effectively promoted as a positive, fully inclusive play and learning environment is provided supporting their emotional wellbeing. Partnership work with parents and others is good as staff endeavour to establish effective relationships to promote transitions and continuity of care. Self-evaluations have been developed, however, further review is required to ensure that it is fully embedded, promoting continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further self-evaluations to ensure that it is fully embedded and promotes continuous improvements.

The effectiveness of leadership and management of the early years provision

All required documentation including children's contact details, accident and medication records are in place and are effectively maintained. Policies and procedures are comprehensive and are continuously reviewed to incorporate new legislation, for example, The Equality Act. Effective and robust vetting procedures are in place, such as criminal record checks on all staff and committee members, ensuring all those involved at the pre-school are suitable. Staff have a good understanding of safeguarding training as there is a designated Safeguarding Officer and all staff attend level one safeguarding training. Staff understand safe working practices, these include the supervision of children and the storage of mobile phones. Risk assessments are comprehensive and are effectively implemented by the staff. There are clear and robust procedures in place for the arrival and departure of children to and from the setting. Staff also continuously monitor the safety of the setting and how many children and staff are on site at any one time. Good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children. Overall, children are effectively safeguarded.

The organisation of daily routines including staff deployment fully supports children's play and learning experiences and promotes a positive child-centred environment. There is a good selection of resources and equipment across the six areas of learning and they are effectively organised, encouraging children's independence and choice, and promoting an inclusive environment. The management style is effective in promoting teamwork as staff's skills are valued and developed. As a result, staff work well together and are experienced and knowledgeable in their role. The implementation of the communication book further promotes the exchange of information across the staff team. Some staff have additional responsibilities, such as Health and Safety Officer Special Educational Needs Co-ordinator and Safeguarding Officer, and they are effective and experienced in their roles. There is a positive emphasis on continued professional development, for example, Early Years Professional Status, Disability Awareness and updating first aid training. The training audit promotes the effective monitoring and targeting of training needs, ensuring staff are regularly updated on legislation and current practice. The manager and staff work hard to maintain good standards of care and provide a positive play and learning environment, including addressing previous recommendations and developing the garden area. Self-evaluation has been developed, however, further development is required to ensure that it is fully embedded and promotes continuous improvements.

The effectiveness of the pre-schools engagement with parents and others is good. Staff work hard at developing good relationships with parents as they listen to their views and contributions and will support families in meeting children's needs. The good admission procedure enables new children to settle into the pre-school effectively, and the pre-school parent bag provides new parents with a good range of information prior to children starting. The pre-school cuddly toy 'Wiggy Wigmore' enables children to take the toy home and record a diary of events within the home, further valuing children. Parents' verbal complementary

comments include children being very happy and confident, transitions being good and staff being very friendly and approachable. Good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observations and assessment arrangements have been successfully implemented within the pre-school as staff have worked in developing the learning and development requirements of the Early Years Foundation Stage. Planning and assessment arrangements are cyclical as focused activities and observations inform both future activity plans and children's individual profiles. This ensures that activity plans are closely tailored towards children's individual needs and interests. Children's individual profiles provide a rich textual narrative of children's developmental progress. Overall, children are making good progress towards the early learning goals given their capabilities and starting points. There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned activities including Christmas, the World Cup and Diwali. Children enjoyed singing and signing sessions, for example, signing 'The Gingerbread Man', further promoting inclusion.

Children are happy and confident and self-motivated to play and learn in the pre-school as they settle quickly into activities. They are curious and inquisitive about their play and learning experiences. Staff are purposeful and considerate in their interactions with the children as they develop shared and sustained thinking with the children, for example, making play dough. Children are confident talkers as they use a range of vocabulary to express their thoughts, feelings and recent experiences, for example, about siblings at home. The book corner provides an enjoyable and comfortable area for children to share books and stories and the good range of story and information books offers both instruction and delight and are culturally reflective. Mark making and early number work is fully integrated within the provision as children self-register for snack and use name labels at the drawing area. Number skills are promoted within daily routines such as singing activities and counting at snack time. Children's imaginations and self-expressions are effectively supported through the good range of creative activities and the extensive opportunities for role play such as using the dressing-up clothes and the home corner.

Children's behaviour is good as staff successfully create an environment that values positive behaviour. All children are skilled and confident in sharing, co-operating and problem solving as they resolve minor conflict, for example, playing with the cars and sharing garden resources. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and older children and staff are positive role models. Children enjoy exploring a range of creative activities both indoors and outside in the garden and they work hard at completing self-chosen tasks. The garden area offers an enjoyable and exciting play space for children. They confidently ride tricycles, play on the climbing frame

and use the balls and funnels appropriately. Children also have opportunities to explore and learn about the natural world as they plant spring bulbs and vegetables in the summer months.

Children's health and safety is promoted well by the staff as they ensure that they know about their own personal hygiene and how to be safe within the environment. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. Children know to wash their hands before snack time and they independently self-register for snack and choose from a range of healthy options. Nappy-changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Children have access to fresh drinking water to ensure that they remain hydrated at all times. Good systems are in place to support children with dietary needs. This includes obtaining all the information and writing detailed care plans. All staff are first aid trained and good procedures are in place for children who are unwell or require medication. Overall, their health and wellbeing is effectively promoted.

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
--	---

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

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

Annex B: the Childcare Register

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

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