

Woodborough Village Pre-School

Inspection report for early years provision

Unique reference number	253232
Inspection date	14/03/2011
Inspector	Janice Walker
Setting address	Village Hall, Lingwood Lane, Woodborough, Nottingham, Nottinghamshire, NG14 6DX
Telephone number	07713241606
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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

Woodborough Village Pre-School opened in 1974. It is a registered charity and is managed by a committee of parent volunteers. It operates from the village hall in Woodborough on the outskirts of Nottingham. The provision is all on one level and children have access to a large hall along with a smaller side room which is used for small group sessions. There is an enclosed outdoor play area adjacent to the building. The setting serves families from the village or surrounding villages. There are strong links with the local school.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 40 children aged from two to under eight years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. It is open four mornings a week, Monday, Tuesday, Thursday and Friday, during school term times. Sessions are from 09.15am until 12noon. An optional lunch club operates from 12noon until 1pm. On Tuesdays and Thursdays there is an afternoon session which runs from 1pm until 3.30pm. Children attend a variety of sessions each week depending on the individual requirements of each family. There are currently 35 children on roll aged two to five years.

The setting employs eight staff to work with the children. Five staff hold an appropriate early years qualification and one is working towards a qualification. Two of these staff are currently working towards Early Years Professional Status. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-implemented policies and procedures underpin the safe and efficient running of this setting. Children make good progress towards the early learning goals in a safe and welcoming environment. Staff's careful monitoring of individual children enables them to provide toys and activities to support their ongoing development. Strong partnerships with parents and outside agencies along with effective links with other settings which children attend help to ensure consistency in children's welfare and learning. Self evaluation systems work well and considerable improvement has been made since the last inspection with clear targets for further development identified.

What steps need to be taken to improve provision further?

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

- improve the planning of the outdoor provision in order to maximise opportunities for children to be outdoors along with the different learning opportunities provided by the outdoor environment
- develop further the system of self-evaluation in order to ensure the ongoing improvement across all aspects of the provision.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting where there are robust procedures for monitoring access to the building and ensuring that children are only collected by named adults. The clear safeguarding policy, along with the staff's good understanding of child protection procedures results in children being well protected. Children are further safeguarded through the comprehensive systems for recruiting and vetting staff which helps to ensure their suitability. Detailed risk assessments are in place and along with routine daily checks; these contribute effectively to the safety of children. Staff deploy themselves well to ensure children are fully supervised and supported in their play. Toys and resources are attractively set out by the staff team each day, which helps to create an accessible, interesting environment for children to explore and learn through play. The setting's clear practices, procedures and policies, which are effectively implemented by the staff team, contribute to the safe and efficient management of the provision and ensure that children are safeguarded and their individual needs are met.

Staff work well together and are well supported by the pro-active management team. The highly motivated manager demonstrates a comprehensive understanding of staff's individual strengths and capitalises on these when delegating tasks, ensuring unqualified or less confident staff are provided with clear guidance to support them in carrying out their duties effectively. The setting demonstrates a clear commitment to continual improvement. All recommendations from the previous inspection have been addressed which has improved the quality of planning and assessment systems along with systems for sharing information with parents. Staff who are working towards a recognised qualification or higher qualification are using the knowledge gained from training and research to positively influence practice. The manager makes good use of self-evaluation and demonstrates a sound awareness of the priorities for improvement. Planned changes to the appraisal system and staff meetings will enhance the skills of the staff team which will further improve the quality of the provision for all children. There is scope to improve the already good system of self-evaluation in order to ensure the ongoing improvement across all aspects of the provision.

The setting works very closely with parents, both as committee members and in the best interests of their children. Clear information is gathered from parents to ensure that staff can respond to children's individual needs and establish clear starting points for learning. Effective systems are in place to support children with special educational needs and/or disabilities. Each family's circumstances are well known to staff who respond supportively and sensitively to children's reactions to changing situations within the home. Parents speak very positively about the

setting. The newly implemented parents meetings where staff provide tailored guidance and information about precise ways they can support their children's progress were identified as highly valuable by those who attended. Effective transitions to school procedures are in place with very good relationships established with reception class teachers, and mutual visits take place. The setting strive to establish links with others who care for children alongside the pre-school to support continuity of care and learning and provide an individual communication book for each child to facilitate this.

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

Children are making good progress towards the early learning goals because staff know them well and are well deployed to offer high levels of support and supervision. There are effective systems of observing and assessing children's progress with clear next steps identified. There is a broad planning framework that is based on the four principles of the Early Years Foundation Stage. Within this, activity plans are made and reviewed weekly to include children's identified next steps along with individual and changing interests and there is a good balance of child-initiated and adult-led play. Daily routines are well organised. Adult-led activities are well planned with a strong emphasis on language and literacy and developing counting and calculating skills through short, fun phonic games and a variety of counting and number recognition activities. Children participate within these groups with evident enjoyment; they eagerly contribute their thoughts and ideas and confidently speak in front of others. Staff also make good use of these times to raise children's awareness of similarities and differences and to positively explore each other's unique qualities.

During free-play times children move around the room confidently, making their own selections from those provided. Whilst playing with play dough they explore letters and numerals, linking letter sounds to letters and numerals to numbers whilst practising their fine motor skills as they roll and cut. The current theme of the post office not only helps to develop children's understanding of the process of mail delivery but also strongly encourages mark-making as they write their letters and stamp their envelopes. In the den area they engage in imaginative play, both independently and within their friendship groups.

Well-organised routines support children to establish a sense of security in the setting. They have good relationships with staff and confidently talk about experiences outside of the pre-school environment. Pre-school promises, such as 'we walk indoors' are based around safety issues and planned activities such as visits by the police and fire service help to raise their awareness of possible dangers and how to keep themselves safe. Healthy living is well promoted. A healthy eating policy is effectively implemented; children enjoy nutritious snacks and those staying for lunch club are supported to eat a well-balanced meal. Children learn good hygiene practices as part of daily routines; they wash their hands before meals and after messy play and watch staff clean tables in

preparation for lunch time. They enjoy opportunities for physical activity each day; outdoors they kick, throw and roll balls, run and chase hoops and ride scooters and bicycles. However, opportunities to explore other areas of the outdoor environment is an area for further development. Indoors there is a daily singing and dancing session. Children enjoy moving to music and, well supported by enthusiastic staff, confidently follow instructions on pre-recorded CDs. They learn through real experiences about how their bodies react to exercise and talk about the importance of this in maintaining their health. They begin to learn about diversity through the positive images presented in the toys and resources. This is supported through planned activities linked to festivals such as the recent Chinese New Year. Children are well behaved. They have contributed to the pre-school promises which include rules about acceptable and unacceptable behaviour and these are displayed within the setting to act as a reminder. They eagerly participate in group activities. These are well organised to enable children to gain the skills of speaking, listening and taking turns and they show high level of confidence as they participate during these sessions. Overall, children are gaining the skills they will need for future learning.

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	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

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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

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