

Weston Wombats

Inspection report for early years provision

Unique reference number	218277
Inspection date	15/03/2011
Inspector	Shirley Wilkes

Setting address	Weston Village Hall, The Green, Weston, Stafford, Staffordshire, ST18 0JH
Telephone number	07958 591 277
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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

Weston Wombats Pre-School Playgroup is run by a committee. It opened in 1992 and operates from the Village Hall in Weston, Stafford. The playgroup serves the local area. A maximum of 24 children may attend the group at any one time. The group opens three days a week on Tuesday, Wednesday and Thursday, during school term times. Sessions are from 9.15am to 12.15pm. All children share access to a secure enclosed outside play area.

There are currently 27 children from two to four years of age on roll. The setting employs five staff. Three staff, including the manager, hold an appropriate early years qualification to Level 3 and one member of staff is qualified to Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff value and respect the individuality of every child on roll. This inclusive environment promotes children's welfare and helps them to make good progress in their learning and development. Documentation is maintained well and all relevant policies and procedures are suitably implemented in practice. Partnerships with parents and other settings have been developed to ensure continuity of the children's care and learning. Self-evaluation is effective. As a result, the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised and all staff have been vetted to ensure that they are suitable to work with children. They have a good understanding of child protection issues and are aware of how to pass on concerns. Staff carry out thorough daily risk assessments to minimise risk in the areas used by the children and they teach children simple, but effective ways to keep safe. For example, children are taught to walk, rather than run indoors. Staff complete the necessary paperwork to ensure children's safety and well-being, such as, accident and medication records, consents for outings and emergency medical treatment.

The setting is well maintained. Displays of children's work and a good range of

age-appropriate resources, create a child-friendly environment to help children to settle happily. Staff are well deployed to support the children. The structure of the day ensures children have regular access to the outdoor play area, to extend their enjoyment further and benefit from the fresh air and physical activity. The Pre-school promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. They know each of the children's needs very well and recognise and value differences. The staff ensure that the children's needs are met as fully as possible and are good role models, teaching the children to respect themselves and others.

All children are able to access a good selection of resources. They learn about the wider world and other cultures through their play and take part in celebrating various festivals, such as, the recently celebrated Chinese new year.

Ratios of staff to children are exceeded, as a result, children receive high-quality interaction. Staff are developing a secure knowledge of the children, enabling them to assess and plan the next steps in their learning. Partnership with parents and carers are good. Parents receive good quality information when their child starts and they are kept well informed thereafter through daily discussion with staff and regular newsletters. The setting has begun to develop partnerships with other settings children attend, to ensure continuity in their care and learning.

The management demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement. However, evaluation of the setting has yet to be sought from parents to ensure the setting is evaluated from different perspectives.

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

Children enter the setting happily and quickly settle into the daily routine. Good relationships are evident between the staff and children. Children develop a sense of belonging as they see displays of their artwork. Staff make good use of observation and assessment and use them to establish children's starting points and abilities and to plan the next steps in their development. Plans cover all areas of learning and are based on children's interests and abilities. Consequently, every child takes part in a wide range of activities that help them to make good progress towards the early learning goals. For example, the children grow things, such as cress using recycled tubs, so they learn about sustainability. Visitors, such as, the animal man visit the setting, helping children to understand about living things. They observe festivals, such as, Divali, Easter and Chinese New Year, enjoy the foods associated with these occasions and also taste foods from around the world. These experiences increase children's knowledge and understanding of the world and celebrate diversity.

Good organisation of resources provides free choice which encourages children's independence to initiate their own play. The leader of the day helps to reach further resources from the cupboard.

Children are helped to recognise their own names and the names of their friends when finding their name cards on the tables at snack time. Children develop hand-control needed for later writing. They freely access a variety of mark-making materials, such as, paint brushes to paint the fence outdoors. All children undertake messy play activities, such as, painting and sticking, which stimulates their creative development. Children demonstrate a developing understanding of numbers and shapes through daily routines, number rhymes and visual displays. Good opportunities are provided to exploit their calculation skills, enabling children to recognise different quantities and sizes, count, calculate and solve number problems, such as, finding the corresponding number for the month and day during circle time. Children's language skills are developing as staff engage in play with the children and take time to listen to them. Children access a selection of resources, such as, telephones, tills and keyboards, helping them to understand about technology.

Effective procedures are followed by staff to ensure the good health of children. For example, children follow effective hygiene routines including regular hand cleansing before meals. Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. They enjoy healthy drinks, crackers and fresh fruits and vegetables at snack times. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area. Children are able to use a range of equipment that encourages the development of physical skills, as well as other areas of learning. They develop a range of physical skills and benefit from fresh air and exercise through play outdoors and dance and exercise indoors. Clear boundaries and sensitive guidance helps the children to behave well. For instance, they are reminded to use good manners and are encouraged to listen when others are speaking. This promotes their personal and social development and supports the development of effective 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	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