

Wargrave Pre-School

Inspection report for early years provision

Unique reference number 148692
Inspection date 14/03/2011
Inspector Margaret Moffat

Setting address Recreation Ground, off East View Road, Wargrave,
Berkshire, RG10 8BH

Telephone number 0118 9403127

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).

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

Wargrave Pre-School was registered in 1980 and is a registered charity run by a parent committee. It operates from the Youth Centre within the recreation grounds of Wargrave village. The group have sole access to the premises during opening times. The pre-school has access to the main hall and side room and an outdoor area with temporary fencing. The pre-school opens five days a week during school term times. Sessions are from 9.15 am until 12.15 pm each day and 12.15pm to 2.45pm on Monday, Tuesday and Thursday. A maximum of 26 children may attend the pre-school at any one time. The pre-school is registered on the Early Years register.

There are currently 34 children on roll aged from two years six months to five years. The pre-school is in receipt of nursery education funding. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and those who have English as an additional language.

The pre-school employs seven staff, of whom four hold relevant childcare qualifications and one member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of individual children's needs overall and this helps them promote most aspects of children's care, learning and development. Children make good progress in their learning and development. They are happy, confident, enjoy their time in the pre-school and staff treat them with kindness and respect. Staff and parents share information regarding the children, however the partnership with other providers is not fully developed. The commitment to improving the outcomes for children is evident in the monitoring and evaluation systems, therefore their capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop observation and assessment systems to clearly identify all children's next steps in learning
- develop links with other providers, to ensure continuity and consistency is achieved in children's learning and development
- consider how children's preferences can be taken into consideration at snack time.

The effectiveness of leadership and management of the early years provision

Staff ensure that children are effectively safeguarded in the setting and are fully aware of their duty to protect the children in their care. Most staff have received child protection training and demonstrate a good awareness of the procedures to follow should they have concerns. Careful recruitment and good induction ensure all staff are suitable and have a good knowledge of how the setting operates. Annual appraisals assess the staff's ongoing suitability and identify training needs. Risk assessment records are in place and ensure all areas, equipment and resources are safe. Any newly identified risks are added to the assessment record and dealt with promptly, thus promoting the safety of the children. Children learn to keep themselves safe as they practise the emergency evacuation of the building. They are aware of the pre-school rules and confidently inform visitors that they do not run indoors or stand on chairs. When playing in the park they are fully aware of the area they can play in with apparatus suitable for their age.

The pre-school have addressed all the recommendations made at the last inspection and this shows a positive attitude to ongoing improvement and meeting the outcomes for children. The supervisor is continually monitoring and evaluating the service and takes into consideration staff and parent comments, previous action plans and advice given from local authority. She demonstrates a good awareness of the pre-school's strengths and areas for improvement. Meetings have been planned with the new committee to complete the self-evaluation form. The provision for free flow outdoor play has greatly improved and children can access outdoors when they wish. Staff provide a range of resources to support their learning in most areas. Further improvements to this area include an all weather surface, removable fencing and the purchase of more resources to fully promote all areas of learning outdoors.

Staff set up the room before the children arrive and ensure resources are well organised to maximise children's learning. As all resources are not readily available staff have introduced a photo board showing children other activities and toys that they have on offer, which allows children to make choices in their play. Staff are fully aware of their role in promoting equality and diversity within the setting. Colourful posters depicting positive images and a welcome poster are displayed within the setting. The current topic is helping children learn about the different countries in the world and where they are on the map. Staff welcome parents and people from the local community to share their knowledge about their occupations or cultures with the children to support their understanding further and promote an inclusive environment.

Although the pre-school have made links with outside agencies and some providers of the Early Years Foundation Stage, this has not been extended to all the providers where children attend to ensure continuity in children's learning and development. Partnerships with parents are good. They benefit from the supportive and caring staff team who keep them informed with regard to their children's care and learning, for example, through daily discussions and planned meetings and newsletters. Parents have access to their children's development files

when they wish and are encouraged to make comments in these regarding their children's development at home. Parents are very positive about the care their children receive and comment on how approachable the staff are, how they can talk to them at anytime and how their children are learning new things all the time.

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

Children arrive at the setting happy and excited to be there. Most children settle quickly on arrival as they leave their main carer with ease and go into the room for registration. Staff engage the children in conversation about what they have been doing at the weekend or read stories as they wait for everyone to arrive. Staff provide good support and reassurance for children who find it difficult settling at the beginning of the session. Good relationships are evident and children talk about playing with friends or sitting next to them at activities. Children's behaviour is well managed . Children benefit from the consistent praise and encouragement they receive from staff. Children are considerate to the needs of others as they offer to help them in activities. For example when playing computer games children show others what to do or instruct them on what to press to go back to the game.

Staff know the children well and plan a range of activities and experiences to support their learning and development in all areas. They have a good understanding of the Early Years Foundation Stage and make observations that identify children's achievements and link these to the areas of learning. However, the assessment system is not used effectively to identify children's next steps in learning. Staff consistently ask children questions during activities to support their learning and encourage them to think creatively. For example during registration time they count the number of children in the room and then are asked what two numbers make 20, how many teachers are in the room, how many outside, and how many altogether. They are encouraged to name the days of the week, the month they are in, the date and what the weather is like today.

Children use their imagination well as they act out their own scenarios. They play dressing up and talk about going to the ball and dance around the room as they act out the story of Cinderella. They develop independence as they dress and undress themselves changing into different dressing-up clothes; staff are on hand to support children who need help with this. Children choose books for pleasure and sit and look at the pictures and make up the story as they go. They ask other children to look as they point at what is happening in the picture and then point to the words as they are talking. They have many opportunities for mark making and older children can write their own names and recognise letters and the sounds they make. Children really enjoy singing activities and join in enthusiastically with familiar songs as they do the actions. Children are competent in their use of computers and develop good mouse control. They move around the screens with ease following instructions and changing programmes when they have finished.

Children are beginning to learn about healthy lifestyles. They are provided with a

range of healthy and nutritious snacks which most children tuck into and enjoy as they sit together at the table chatting and pouring their own drinks. However alternative snacks are not always available for the children who do not like what is on offer. Children are becoming increasingly independent in their self- help skills. For example they access drinks for themselves when they are thirsty, wash hands at appropriate times and often without prompting. Staff encourage them to do things for themselves such as undoing their shoes, talking them through the process and praising them for their efforts when they have managed the task. Children have free-flow access outdoors during the session and enjoy playing on wheeled toys, drawing on the white board and running around. Children also have opportunities to develop their large muscles as they make the short walk from the pre-school to the play park where there is a lot of apparatus for them to play on. Children develop skills for the future through the range of activities and experiences provided for them by the staff.

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	3
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

