

Woolton Hill Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

Woolton Hill Pre-school opened in 1983 and is committee run. It operates from the church hall in the village of Woolton Hill, near Newbury and situated next door to the local infant school. The group has access to the main church hall, kitchen, toilets and a small enclosed outdoor area. The group serves a wide area. The pre-school operates Monday to Thursday from 8.00am to 3.00pm and Friday 8.00am to 12.30pm, term time only. Children attend for a variety of sessions.

Woolton Hill Pre-school is registered on the Early Years Register for a maximum of 26 children aged from two years old to under eight years old. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are 55 children on roll aged from two years old to under eight, all of whom are in the early years range. The pre-school supports children with special educational needs and for whom English is an additional language. The pre-school gets funding for the provision of free early education to children aged three and four.

The setting employs eight members of staff to work with the children. Five members of staff hold relevant child care qualifications up to and including level 5. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Excellent partnerships with parents, early years settings and the primary school have a positive impact on the children's welfare, learning and development. The staff and committee aspire to maintain the highest possible standards of care and education. Effective teamwork and positive relationships are a strength which means that children are happy and make rapid progress in their learning. The pre-school engages in ongoing self-evaluation at all levels which means that priorities for improvement are identified with well-targeted actions to bring about sustained improvement. The pre-school has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- the introduction of a quality phonics program within the pre-school, to further extend early literacy skills

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because comprehensive policies, procedures and documentation are in place to ensure children's welfare is always safeguarded and promoted. All staff within the setting are fully aware of the steps to be taken to safeguard children at all levels, and attend regular training to keep their knowledge up to date. Children are further safeguarded by extensive recruitment and vetting procedures undertaken by all new staff. Children's well-being is enhanced by the exceptional organisation of well-written risk assessments which are carried out on every aspect of the pre-school to ensure risks are minimised.

The manager and chairperson provide a powerful sense of purpose and direction that, coupled with the highly motivated staff team, provide an environment rich with exciting activities and spaces in which children are able to explore, discover and take risks. The staff organise the space, resources and outdoor experiences with great skill, evaluating their effectiveness. This ensures that children receive an extremely rich and stimulating play experience with a well balanced mix of adult-led and child-initiated play. Staff are well deployed and resources are used effectively to meet the needs of the children. There is rigorous monitoring of activities and staff ensure all children are fully integrated in the pre-school and achieve very well.

The promotion of equality and diversity is outstanding. Staff are well trained and efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them. This is reinforced by effective key person systems and children benefit from the very high levels of interaction and care from familiar adults who know them well.

The setting is highly committed to working in partnership with others and takes a lead role in establishing working relationships. There are well-established channels of communications between all providers involved with individual children to successfully promote their learning, development and welfare. Provision for the transition from pre-school to school is excellent.

Partnership with parents and carers is exemplary in many significant respects. Parents are heavily involved in decision making on matters affecting the setting through well-established and highly inclusive procedures. They are kept very well informed about all aspects of their child's achievement, well-being and development. Parent's comment that staff are very welcoming, professional and friendly and that their children thrive because of the individual attention they receive.

The pre-school's exceptionally professional and dedicated staff work together very effectively as a united team and they provide highly effective learning and development opportunities for all children. Self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement.

Recommendations from the previous inspection have been addressed fully and the self-reflective, enthusiastic attitudes from staff in the setting indicate their willingness to continually develop their practice. As a result, areas for improvement to enhance children's learning and overall welfare have been correctly identified and appropriately targeted. Currently the main area for development is to promote a quality phonics program within the pre-school, to further extend the early literacy

skills to prepare for the transition to school.

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

Children feel very safe and secure at the preschool and develop a strong sense of belonging. They happily engage in active learning through play and exploration, sensitively supported by the staff and their peers. Their levels of achievement are excellent in relation to their starting points and capabilities because staff make very effective use of their observations of children in planning activities that support their individual development. Information is used exceptionally well to inform future planning and leads to clear identification of each child's next steps of development. Children's preferred learning styles are identified and staff ensure that resources are organised very well to support these.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, discussions and taking part in evacuations of the building. They learn about road safety as they have a visit from the lollipop person and take part in risk assessments, reminding their friends of the safety rules of the group.

There are excellent procedures to promote children's good health. Healthy eating is reinforced during snack time when children make choices from a wide selection of appetising snacks in the cafe style snack bar. This is extended through project work, for example a healthy lunchbox initiative suggested by a parent in the group in line with new healthy eating guidance. Children develop their knowledge and understanding of the world by growing fruit and vegetables in the outdoor area which they then use in cooking projects in the group. There are effective procedures in place to prevent the spread of disease and infection and children are encouraged to manage their self-care routines, promoting independence and self-reliance.

Staff support children's personal, social and emotional development very well. Children are very well behaved because staff are excellent role models and expectations are high. Children take pride in themselves and have consideration for all others. Staff make great use of praise and confidence building techniques to successfully teach children to behave well, respond enthusiastically and play cooperatively. Overall, children are very well prepared for the next stage in learning, including their transition to school.

Staff provide excellent resources to enhance children's development of communication, language and literacy skills and children are confident communicators. Group times provide excellent opportunities for turn-taking in speaking and listening and to contribute to group discussions. Support for those children for whom English is an additional language is outstanding. Working in partnership with the parents and carers, the staff ensure a tailored program of encouragement and personalised learning is offered to value their home

languages. There are plenty of opportunities for mark making and children often choose to write routinely in their play. As a result children make rapid progress given their starting points and develop secure skills for the future. Visitors to the setting support children's learning and help develop their knowledge and understanding of the world.

Free flow between the inside and outside learning areas encourages independence and enjoyment, moving the children forward in their learning and development. Excellent opportunities are given outside to work on a bigger scale and for extended periods as well as offering sensory experiences through contact with the weather, the natural world and the local environment. There are extensive opportunities for children to develop their information and communication technology skills through using computers, cameras and programmable toys which have been integrated into their daily play. The pre-schools commitment to sustainability is excellent as staff encourage children to make use of recycled items in their creative work.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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