

# Wilby Village Pre School

Inspection report for early years provision

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**Unique reference number**

EY278803

**Inspection date**

12/05/2011

**Inspector**

Gyatri Rupal

**Setting address**

The Pavilion. The Playing Field, Main Road, Wilby,  
Northamptonshire, NN8 2UE

**Telephone number**

07800 665180

**Email**

**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

Wilby Village Pre School is run by a voluntary management committee. It originally opened in 1985 and was re-registered at its current address in 2003. It operates from two main rooms in the Pavilion in Wilby, Northamptonshire. Children have access to a secure enclosed outdoor play area. It is open each weekday during term-time and sessions are from 9:15am to 12:15pm. There is an additional lunch club available on Tuesday and Thursday from 12:15pm to 1.15pm.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the setting at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five members of staff, of these, four hold level 3 qualifications and the manager holds a level 5 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Wilby Village pre-school provides a happy and stimulating environment for children. The pre-school is committed to ensuring every child feels welcome and secure, which provides a firm basis for children to make good progress in their learning and development. The experienced qualified staff work very closely with individual children and their families to ensure individual children's needs are met and their protection assured. Most records, policies and procedures are implemented effectively to promote children's welfare and safety. The staff are dedicated to improving the quality and standard of education and care through continued self-evaluation.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained from parents about who has legal contact with the child and who has parental responsibility for the child in order to safeguard the children's welfare (Safeguarding and promoting Children's welfare) 16/05/2011
- ensure that the risk assessment must identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment). 16/05/2011

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

- make sure that records on staff and children are only accessible to those who have a right or a professional need to see them.

## **The effectiveness of leadership and management of the early years provision**

Children's safety and welfare is maintained in the setting. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Designated staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Safeguarding policy and procedures are shared with the parents to ensure they also understand the adult duty to safeguard children. All records relating to accidents meet the requirements including having in place parents permission to seek emergency medical treatment or advice. However, information from parents is not obtained about who has legal parental responsibility of the child, this is breach of specific legal requirement. Risk assessments are carried out to provide a safe environment and they are reviewed annually. Staff carried out daily visual risk assessments to minimize any hazards. However, the risk assessments do not identify aspects of the environment that need to be checked on a regular basis and record of these particular aspects are not kept. Good procedures have been adopted to protect children from the spread of infection and the staff take the necessary step to promote their good health.

The effective deployment of resources promotes inclusion for all of the children. Good provision is made for those children who may have learning difficulties and/or disabilities. Staff work closely with outside agencies to ensure children get the support they need. Staff have access to suitable further training to develop their skills and knowledge for the benefit of the children's development. The parents are also encouraged to become involved with their child's learning and to join the setting's committee. The setting has established links with some local schools and other early years professionals in order to ensure consistent care and further promote children's learning.

Staff have established positive relationships with parents, carers and other providers. A good level of information is gathered from parents at the outset to support children to settling-in and to enable staff to respond well to their care needs. Parents are actively encouraged to participate in pre-school activities, further promoting the link between home and setting. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through visual aids and sharing information. For example, parents and carers are invited into the setting to share information about their cultural practices and language with all of the children, helping them to learn to value the similarities and differences of individuals. Effective systems are in place to support children with special educational needs and children with English as an additional language, resulting in them making good progress. Strong relationships have been

established with other providers, particularly the local school and childminders, to promote consistency and continuity of children's care and learning.

Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. An effective evaluation of the setting's practice has resulted in a number of improvements being made since the last inspection. For example, good progress has been made in re-designing the layout and organisation of the outdoor environment which is fully used by children for free-flow play. Policies and procedures are under continual review and most of the required documentation is effectively maintained and readily available for inspection. However, systems for keeping incident records are not effective enough to respect confidentiality. The staff team work well together, supporting each other to ensure consistency of care for individual children. They demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and through their contributions to the setting's self evaluation processes.

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

Children enjoy their time at the setting and feel safe and secure as they have a good rapport with the staff. Every member of staff has a solid understanding of the Early Years Foundation Stage. The planning of the curriculum focuses on the individual needs and interests of the child, based on the practitioner's observations on their key children. Good organisation of space and play resources provides opportunities for children to move freely between indoors and outdoors. Children participate in a balance of free choice and adult led activities in a child friendly and welcoming environment. They develop self-esteem and confidence as they independently access their play resources to initiate their play. Their self-esteem is further promoted because their work is valued and displayed.

Children's learning is positively encouraged through use of spontaneous and organised activities and themed topics help give a focus to the activities. For example, children enjoy pretending to sail a boat, catching bubbles while they are being filmed by a professional photographer arranged by staff to link the activity with their main topic of 'under the water.' Good levels of support from staff and effective use of questioning whilst children play encourages children's developing language skills. For example, children sing nursery songs and staff ask children to sound out the letters as they try to write names using magnetic alphabet letters. Children regularly look at books individually and read stories with staff which encourages an enjoyment of books.

Children demonstrate a developing understanding of numbers and shapes through their daily routines, number rhymes and visual displays. They confidently use the computer and regularly access their favourite games to play on the computer; this supports their ability in using information technology. All children are starting to develop their awareness of diversity through activities and resources. They access a variety of visual aids and activities to help them positively explore and value differences and similarities in the wider world.

Good methods are used to encourage children to adopt healthy lifestyles. The setting provides fresh fruit for snacks and parents are encouraged to provide healthy pack lunches for children. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. For example, children learn to balance their body as they learn to use obstacles. They skilfully ride their bikes and enjoy jumping on the musical step.

Children learn about possible dangers and how to keep themselves safe through staff guidance and planned activities. For example, children learn what traffic signals mean as staff use hand signals to stop children to wait when it's a red light. Children behave very well, they understand accepted behaviour rules. They are also following the positive role modelling practised by the staff and listen very well when given instruction, such as at tidy up time. During group activities they learn to share, take turns and respect the needs of their peers, supporting the development of social skills they will need for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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