

Wetley Rocks Pre-School

Inspection report for early years provision

Unique reference number 218278
Inspection date 10/05/2011
Inspector Shirley Wilkes

Setting address The Village Hall, Mill Lane, Wetley Rocks, Stoke-on-Trent,
Staffordshire, ST9 0BN

Telephone number 07714543413

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).

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.

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

Wetley Rocks Pre-School is a committee run provision. It opened in 1972 and operates from the village hall in the rural area of Wetley Rocks in Staffordshire. A maximum of 26 children may attend the group at any one time. The setting is open each Monday and Friday from 9am to 12noon and each Tuesday, Wednesday and Thursday from 9am to 3pm during school term time only. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from two to under five years on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting employs six members of staff, five of whom work directly with the children. Of these, two hold level 3 and two hold level 2 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A dedicated staff team create an inclusive environment where children are respected and valued. Children's welfare is protected through effective practices. Documentation is well maintained and all relevant policies and procedures are reflective of practice and suitably implemented. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. Children's care and learning needs are effectively met as the setting works very closely with parents and relevant professionals. Systems to evaluate and improve practice are in their early stages. However, they are able to clearly identify strengths and areas for improvement within the setting.

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

Staff have a clear understanding of safeguarding children. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with what to do should an allegation be made against a member of staff and the implications this may have for their practice. Thorough

recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. The security of the premises is well maintained throughout. Risk assessments identify potential hazards and show how risks are minimised. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork, such as, accident and medication records, to ensure children's safety, with parents signing to acknowledge any entries. This means that they are well informed. Consent to seek emergency medical treatment has been obtained.

The setting strives to make the environment child friendly with displays of children's work, posters and age appropriate resources set out around the room. This helps the children to settle happily. Staff are well deployed to support children in their play. Staff have a very good understanding of children's individual needs and recognise and value children's differences. All children are able to access a large selection of resources to learn about the wider world and other cultures, through their play. They take part in celebrating various festivals.

Parents are seen as an integral part of the setting and staff work very closely and effectively with them to ensure that children's needs are fully met. In depth information regarding children's individual needs develops consistency between home and the setting and helps children to settle well. Parents receive a very good level of information about the setting with regular newsletters and information shared on the notice board. Staff make time for parents each day to keep them well informed about their child's time at the setting, a daily diary is also completed. Open evening and end of term reports ensure parents are kept fully informed of the child's development. The setting has formed very strong links with other settings children attend and the nearby school. As a result, there is continuity of care and learning and a smooth transition as children move on in their education.

The management team and staff have begun to evaluate the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. However, parents questions have yet to be used to inform the self-evaluation process from a different perspective.

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

Children are happy and quickly settle to their chosen activity. They have a positive attitude to learning. They interact positively with staff, who spend time talking to and playing with them. An effective key worker system ensures children are cared for by consistent staff. Consequently, children are confident in approaching staff about their needs. Staff observe children during play and record their achievements. They use this information to highlight any gaps in children's learning. A selection of activities are then planned to take account of children's interests, their individual learning needs and plan next steps for them to work towards. This method is generally effective and as a result, children make good progress.

Staff interact with the children, engaging them in conversation and promoting their language abilities well. During group activities, children pay close attention and respond appropriately while listening to stories and singing songs. Good opportunities are provided for all children to make marks or to write for various purposes and to recognise and write their own names. For example, children find their names at registration and more able children are able to write their names on their art work. Children develop understanding of numbers and shapes through daily routines and during play such as matching, sorting shapes and colours, singing number rhymes and counting. For instance, they work out how many children are in two separate groups and which group is the largest. They expand their simple calculation skills learning about differences in size and pattern during role play and whilst categorising toys according to size and colour.

Children exercise their imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work, alongside more structured activities, following a theme. Children are very well supported in developing the knowledge, skills and understanding that help them to make sense of the wider world and the environment. Children plant cress and beans and place them in a greenhouse to watch them grow. Children learn about changes in the weather all through the year. A selection of resources, including the computer and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives. Children learn about their local community with visitors attending the group such as the post person. Children develop their physical skills through a range of opportunities throughout the day. Children regularly access the outdoor play area. The use of various toys, resources and yoga sessions encourages children's coordination and spatial awareness. They are engaged in activities requiring hand-eye coordination and show increasing skill in the use of scissors and construction sets.

Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. Younger children sit together at lunch time enjoying their packed lunches. Children due to move on in their education attend lunch at the local school to gain confidence. Drinks are readily accessible throughout the day. Well planned daily routines enable children to feel safe and confident. They enthusiastically help staff to tidy-up and learn about team work. Children are well behaved and form positive relationships with adults and peers. They learn good manners as they say 'please' and 'thank you', learn to share toys and to take turns. They have a good awareness of right and wrong, responding positively to guidance from staff. Children are frequently encouraged, praised and rewarded and their efforts are acknowledged appropriately.

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	1
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	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	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

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