

Wootton Pre-School Playgroup

Inspection report for early years provision

Unique reference number 220169
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Inspector Hayley Lapworth

Setting address Wootton Memorial Hall, High Street, Wootton,
Northamptonshire, NN4 6LW
Telephone number 0784 0822 476
Email woottonplaygroup@btconnect.com
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

Wootton Pre-School Playgroup has been in operation for approximately 40 years. It is run by a committee of parents for the benefit of the local community and is located on the outskirts of Northampton. The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 26 children aged from two years through to the early years age range. There are currently approximately 60 children on roll. The pre-school opens each weekday during term time from 9am until 11.30am and from 12.30pm to 3pm and in addition, offers a lunch hour session from 11.30am to 12.30pm. Children are able to attend for a variety of sessions. The setting also has a holiday club for two weeks in the summer holidays operating from 9am to 1pm.

The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications. The manager also has Early Years Professional Status. The pre-school receives support from a local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All those involved in the pre-school recognise and promote the uniqueness of each child. Strong partnerships with parents and others and effective systems ensure each child's needs are fully understood and successfully met. Robust planning for improvement and self-evaluation ensure ongoing development of the pre-school. Children are fully safeguarded, but some of their developmental records and other documentation are not available at inspection. This is a breach in requirements. Children have good opportunities to be active and learn about a healthy lifestyle. However, cross-infection is not always most effectively minimised.

What steps need to be taken to improve provision further?

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

- Ensure all records are available at inspection. 31/05/2011

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

- Improve resources for hand-washing to prevent cross-infection.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The pre-school has clear safeguarding policies and procedures, which includes designated responsibility for senior members of staff. Effective staff induction and training ensure all adults working with children have

an up-to-date knowledge of how to protect children from harm and abuse. Children's welfare is further supported as robust staff recruitment procedures are in place. All staff and adults involved with the pre-school undertake appropriate checking procedures to ensure they are suitable to work with the children. The pre-school also obtains all required agreements and information about children and their families before a child starts. This includes information about who may have legal contact with a child and who has parental responsibility for them. Risk assessments are effective and many potential hazards have been minimised. Consequently, the children are kept safe.

Management and staff work well as a team. They understand their duties and are both caring and enthusiastic in their support and involvement with the children. All pre-school staff share that they feel well supported by their manager. Their professional development is encouraged and their skills are valued. Resources are well deployed by staff who ensure the activities are stimulating and inviting. The provision is of good quality and the outcomes for children are securely improved because actions and recommendations raised at the last inspection have been fully met. This has had a positive impact upon children's safety. Effective wide-ranging and ongoing self-evaluation is carried out at all levels. This very much takes account of the views of children and their families and professionals who spend time in the pre-school. As a result, the leaders and managers have a clear idea of priorities for improvement. Parents can express their views through a variety of methods. These include posting written comments anonymously into a box, completing surveys and questionnaires. The pre-school have responded to their comments and requests. For example, they have introduced a lunchtime session.

Inclusive practice is embedded throughout this pre-school. The staff are proactive about ensuring children feel welcomed, included and develop a strong sense of belonging. Children's home languages and their culture are celebrated at pre-school and they are also helped to understand about the wider community. Methods are secure in ensuring that the needs of children with English as an additional language or special educational needs and/or disabilities are met, for example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs.

The pre-school strongly values partnerships with parents and carers. From the outset they are well informed about how the nursery operates. Thereafter, they have access to a wealth of information about many aspects of nursery life. This includes giving parents many opportunities to find out about how their child is progressing and to learn more about the Early Years Foundation Stage. Parents are very much encouraged to share information about their child, for example, to help their child's key person to get to know their child at the onset of care. They are also encouraged to verbally share or write about their child's experiences and learning at home through a home and pre-school link book. Entries include children going to a rugby match, on a bike ride or sleeping over at their grandparent's house. As a result, children are able to talk about these experiences at pre-school. Therefore, this enables them to feel a valued and important member of the group. Also, children who attend more than one setting also experience consistency and

continuity because the nursery makes contact with other providers and has effective links with schools children move on to.

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

Children are settled, happy and make good progress across the six areas of learning. The pre-school environment is inviting, comfortable and child-friendly. Adults have warm, affectionate relationships with children so they feel welcomed, and are eager to play and join in activities. Key staff know their children well and plan for their individual needs. A well-developed observation and assessment system is competently used by key persons to track each child's progress. The records identify their next steps in their learning and identify where children need additional support or more challenge. However, not all children's development records are available at the time of inspection.

Children develop good skills for the future. From an early age they become confident, resourceful learners who play well independently and together. In the main, their independence is fostered through being encouraged to attend to their own personal care and make choices for themselves. For example, all children make choices about what they want to play with and whether they would like to play inside or outdoors. Children behave very well. They harmoniously play together and follow staff's guidance on how to be kind to one another and take turns. Many children in this pre-school are very confident and articulate. They show curiosity and ask questions of adults visiting the setting. For example, children observe a visitor using a briefcase on wheels and ask 'are you going on holiday?'.

Children's skills in communication and language are further encouraged by staff as they support them in their learning. For example, a group of children play a memory game with a member of staff where they are involved in discussions about the differences between a strawberry and a tomato, how celery tastes and the sound it makes when you bite into it. They also have opportunities to gain skills in problem-solving, number and reasoning. Children are encouraged to count in numerical order whilst they play. For example, by counting from one to ten whilst bouncing on a trampet. They also use computer programmes that are appropriate to their interests and stage of development. Through these activities they learn about above and below, up and down and left to right. As a result, children are becoming confident in using technology.

Children's welfare is successfully promoted in most areas. They are looked after in clean and comfortable surroundings. Clear medication procedures are followed and the whole staff team are qualified in first aid. This means children can be provided with appropriate care in the event of an accident or if they become ill whilst in the pre-school. At snack time children make healthy choices about what to eat and drink. They are also provided with nourishing packed lunches that are stored appropriately. This is achieved because parents are provided with information about 'good foods' to include in their children's packed lunches. Children are provided with individual hand-washing resources to use after visiting the

bathroom. However, arrangements for hand-washing prior to snack time are less effective. Consequently, this means cross-infection is not always most effectively minimised. Children are kept safe as they are well supervised at all times. They also learn how to keep themselves safe in the event of an emergency, by being involved in practising evacuation procedures.

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