

Wrenthorpe Pre-School

Inspection report for early years provision

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Inspector

Pauline Hilling-Smith

Setting address

Wrenthorpe Primary School, Imperial Avenue, Wrenthorpe,
Wakefield, West Yorkshire, WF2 0LW

Telephone number

01924 370 770

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

Wrenthorpe Pre-School is run by a voluntary committee. It was registered in 2005 and operates from two rooms, within Wrenthorpe Primary School in Wakefield. Children have access to secure enclosed outdoor play areas. The setting also comprises of the Early Birds Breakfast Club and Night Owls After School Club. A maximum of 48 children aged under eight years may attend the setting at any one time, with not more than 32 in the early years age group. The setting currently takes children from two years of age and also offers care to children aged eight years and over. The setting is open Monday to Friday during term time only. The breakfast club is open from 7.30am to 9am, the preschool is open from 9am to 3.15pm, and the after school club is open from 3.20pm to 6pm. A lunch club is also available from 11.45am until 12.15pm.

There are currently 156 children on roll. Of these, 49 are under eight years and of these, 14 are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 20 members of staff, including the manager, who work directly with the children. Of these, two hold Qualified Teacher Status, one holds a qualification at level 5 in leadership, nine hold a qualification at level 3 in early years and five hold a qualification at level 2. The setting is supported by teaching staff in the host school and early years advisors from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the setting because their needs are met well. The inclusive atmosphere means each child is seen as a unique individual. Staff ensure children are kept safe and routines are planned well and understood by the children. Learning experiences are exciting and varied and engage the children well. Clear self-evaluation and the good quality training staff receive means there is good scope for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the planning and resourcing of the outside play area to ensure it offers a challenging environment which supports and extends children's learning
- develop further the observation and assessment system to more effectively support staff in assessing the progress which children are making towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are robust and updated regularly. Staff have been appropriately vetted to determine their suitability and their robust knowledge of child protection issues is kept up to date through ongoing training. Risk assessments and other records are kept carefully and evaluated regularly. Staff are experienced and have a good knowledge and understanding of their roles and responsibilities. For example, inclusive practice is promoted well because staff understand clearly what they need to do to enable all children to reach their individual potential. Staff promote and support diversity well to help children understand the society they live in.

Resources are chosen carefully and outdoor resources are chosen to withstand weather conditions so that children can continue to play outside during most weathers. Staff follow a detailed self-evaluation process and involve parents and carers. As a result, the vision for the setting is understood and shared by all staff who meet regularly to review plans and update policies and procedures. This informs the setting's action plan for improvement and results in ongoing development of provision and outcomes for children.

Well-established partnership working with the local authority, schools and the children's centre ensures that resources are shared and that information is used effectively to support children's transition between settings. Links with other agencies to support children with special educational needs and/or disabilities is good. Engagement with parents and carers is positive and parents are complimentary and confident about the work of the setting. Information about the setting and children's progress is effectively shared with parents and carers through regular verbal exchange, the notice board and letters, joint play plans and a system for parents to send written notes about children's learning at home.

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

Home visits begin the partnership with parents and carers to establish children's starting points and abilities. Staff then use their experience and expertise to complete careful observations upon which they base the planning of activities for all children. However, the record of observation and assessment does not effectively support staff in assessing the progress which children are making towards the early learning goals over time. Indoor play areas are well defined and planning identifies learning opportunities within each area. Different additional resources are provided on a regular basis, related to the current planned theme, such as ingredients for a stir fry. Staff are linked to specific areas and resources are of good quality and easily accessible by the children. As a result, the children are engaged on their chosen task for long periods. This helps them to develop good levels of concentration and supports good progress. However, opportunities to provide the same level of learning and challenge in the outdoor environment are

less well developed. This is because planning is not as specific about how learning can take place and there are fewer resources linked to the current theme available for the children.

Children experience good opportunities to develop their communication, language and literacy skills during purposeful play opportunities. For example, children are encouraged to talk about the things that interest them and to listen to others. Most children independently peg their art work to their own name on the washing line. Some children can read many of the other children's names on the line, which shows good progress in reading. Staff take every opportunity to encourage the children to ask questions. For example, when a group of children are pretending to be shopkeepers in the role play area staff effectively introduce the words 'expensive' and 'cheaper'. Resources in each area are chosen carefully so that children are exposed to numbers, letter symbols and sounds as often as possible. Children's counting skills are developing well, for example during morning register children confidently count how many children are present. They are resourceful and inquisitive in their play and discuss with adults and friends what will happen if they do specific things. This helps them to be well prepared for starting school. Children have a good sense of belonging as they see their names when they come into the setting and they feel included when they see photographs of themselves around the rooms. Relationships are warm and caring and the children know what to do and where to go if they need help or support. Children learn about gender, disability, culture and ethnicity by playing with resources and listening to stories that reflect the diversity of the wider world.

Children's awareness of healthy and safe lifestyles is developing well. They are allowed to be adventurous on large apparatus but they know, for example, that they should not climb the wrong way up the slide. They show a good awareness of what constitutes healthy food and they eat a variety of fruit happily. Older children wash their hands before and after snack without prompting. Staff build each child's confidence and give appropriate support. For example, children regularly bake bread and make sandwiches, which enable them to develop their independence by learning to prepare their own food.

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