

# Wingle-Tye Pre-School Ltd 2

Inspection report for early years provision

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**Unique reference number**

118591

**Inspection date**

07/03/2011

**Inspector**

Shawleene Campbell

**Setting address**

Fairkytes Centre, Billet Lane, Hornchurch, Essex, RM11 1AX

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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*.

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## Description of the setting

Wingle-tye Pre-school was registered in 1996. It is one of two pre-schools managed by Wingle-tye Ltd. The setting operates from the Fairkytes Arts Centre in Hornchurch in the London borough of Havering. All children share access to a secure enclosed outdoor play area. The pre-school is registered to care for a maximum of 25 children from two to five years, at any one time. There are currently 45 children on roll; children aged three and four years are funded for free early education. The children attend for a variety of sessions. The pre-school is open from 9.15am to 12.15pm and 12.30pm to 3.30pm on Monday, Tuesday, Wednesday and Friday, during term time only. The pre-school is registered on the Early Years Register. The pre-school employs nine staff. All staff hold relevant qualifications from level 2 to level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are cared for in an extremely bright and colourful environment where their artwork is attractively displayed promoting a good sense of belonging and achievement. Practitioners demonstrate a commitment to providing an inclusive environment by valuing, respecting and ensuring children's individual needs are effectively known and met. Children are making very good progress in their learning and development because practitioners plan and provide inviting environments with a wide range of stimulating and exciting experiences. The pre-school has effective partnerships with parents overall, and with children's allocated schools, so children's care, learning and development is supported well. Recommendations made at the last inspection are addressed to further promote the outcomes for children. The pre-school uses effective processes for self-evaluation to identify areas for improvement and strengths of the early years provision, so shows a good capacity for sustaining improvement.

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

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

- extend the engagement with parents so they contribute to children's initial assessment when entering the pre-school to able staff to effectively build on what children already know.

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

Practitioners have a good understanding of safeguarding issues and procedures to protect children's welfare. Their knowledge and understanding is underpinned through in-house and external training. Practitioners are professional in their approach and they work well as a team to promote very good outcomes for all children. They support children in feeling safe extremely well. Management actively encourages practitioners to undertake training which helps staff support children within the setting well. There are no children attending the setting with additional needs; however, practitioners and designated staff are aware of the importance of working with parents and external agencies to support children's learning and development. This promotes an inclusive approach effectively.

Practitioners have good relationships with parents. Parents are kept well informed of children's progress through parent meetings and ongoing discussions. They contribute to children's ongoing assessments and learning through undertaking observations at home. These are then discussed at parent meetings. Procedures for parents to contribute to the initial assessments when children first start are not in place. This means children's learning may not build on what they already know. The pre-school values parents' views. These are sought through questionnaires, discussion and a suggestion box. Parents opinions have led to improvements in the pre-school for children's safety, for example, a close circuit television system now operates. This demonstrates effective partnership working. Practitioners are committed to working in partnership with children's future schools. There is a good two-way liaison to help a smooth transition from the pre-school to school. Resources are used most effectively to support children's learning and development. Staff provide enticing environments. They are extremely well deployed to support children's learning and development. Additionally, the management team recognise where more resources are needed, such as for supporting children in gaining useful skills for their future lives through use of laptop computers.

Management and practitioners use Ofsted's self-evaluation as a tool to further promote better outcomes for all children. Effective evaluation leads to improved toilet facilities, revision of observation and assessment records and the implementation of a safer recruitment procedure. The pre-school staff drive improvement well. An action plan is used effectively alongside processes for self-evaluation to pin point useful targets, such as the continual development of the planning for problem solving reasoning and numeracy, the further provision of information and communication and technology resources and development of the programme for knowledge and understanding of the world.

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

Children thoroughly enjoy their time in this pre-school. Practitioners plan an excellent range of indoor and outdoor experiences that reflect the six areas of learning and which support purposeful play extremely well. The staff use very good observation and assessment records in place, which clearly link to the early learning goals. These are utilised exceptionally well to track children's 'learning journeys'. Practitioners demonstrate a very good understanding of child development. They undertake systematic observations which inform the planning of weekly and focused activities taking into account children's individual needs and interests.

The children settle in extremely well and are familiar with the routines of the sessions, so they feel extremely secure. At the beginning of the day practitioners spend time informing children about the resources and activities available, helping them understand the choices on offer. Children delight in choosing what they like to play with. In addition, a 'choice folder' displays all the other toys. This allows all children to successfully make further informed decisions about their play. Children benefit from making their own decisions about whether to play indoors or outside. Children thrive from being able to act out real life situations when playing outdoors. They take pleasure in dressing up as police and fire officers and sometimes excitedly use a walkie-talkie to communicate with each other.

Through very well planned topics and practical routines children show an interest in similarities of shape in their environment. They identify shapes when playing with dough cutters; later, when having their packed lunch, children declare they have 'half a ginger heart' biscuit. Practitioners are extremely creative in extending children's learning in practical ways. They make triangle and square toast shapes for mid morning snack for example, which are discussed at group time, to reinforce learning.

Practitioners ask children very good open ended questions to extend their vocabulary and encourage them to think. Children confidently use a wide vocabulary to express their experiences. For example, when playing with the dough they decide they are making 'wiggly worms', also showing their imaginations are well stimulated. Children enjoy looking at books and practitioners are resourceful by ensuring that children have access to books both indoors and outdoors. Practitioners spend time reading to children. They skilfully capture and maintain children's interest by ensuring it is an interactive time, allowing children to predict events, turn the pages and name animals when reading favourites such as 'The Tiger's Tail' and 'Hodge The Hedgehog'. Such activities support children well in gaining useful skills for their future lives.

Overall, children are making very good progress in all areas of their learning and development. This is because practitioners plan a highly stimulating educational programme where children engage in a wide range of rich experiences that meets the needs of all of them. The key-worker system works exceptionally well, enabling children to receive consistent support. This is an extremely child-centered

environment to which children contribute in many positive ways, such as in evaluating activities and helping decide the snack menu.

Practitioners use visual displays to encourage the children to develop good personal hygiene practices, such as hand washing. Through extremely well planned topics and everyday play opportunities children learn the importance of stranger danger and road safety awareness. They use real life props when playing outdoors to reinforce their learning, for example a lollipop stick, zebra crossing and cones. Children learn how to behave in emergencies through the undertaking of regular fire drills. The children are extremely well behaved and this is because of all practitioners' consistent approach of using gentle reminders to encourage positive behaviour, such as when children have forgotten to say 'please' and 'thank you'. Children play extremely well independently and co-operate when working as a group. Their skills in working co-operatively are reinforced and extended during group activities, such as when playing with the parachute. Children learn to understand differences in their lives to others around them through responding to various festivals and having access to an extensive range of resources that promote positive images.

## 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	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	1
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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	1
The extent to which children feel safe	1
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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