

Wheatley Pre-School

Inspection report for early years provision

Unique reference number

134328

Inspection date

15/06/2011

Inspector

Aileen Finan

Setting address

The Playgroup Room, Wheatley Primary School, Littleworth
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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

Wheatley Pre-School was established in 1965. It is a voluntary group that has charitable status and is managed by an elected committee of parents. The pre-school is registered on the Early Years Register to provide care for 26 children from three years to the end of the Early Years Foundation Stage age group. Sessions take place every weekday from 9.00am until 11.45am and 1.00pm until 3.30pm. Children can attend for a variety of sessions. A lunchtime provision is available by private contractors and takes place in the Wheatley school hall. The pre-school is open during term time only.

The playgroup serves the village of Wheatley in Oxfordshire and the surrounding area. It takes place in premises at the Wheatley Centre which is located in the grounds of Wheatley Primary School. The pre-school has the use of a large playroom with a kitchen, a store room and toilet facilities. Children also have access to a secure outdoor play area and a sheltered canopy area.

There are currently 48 children on roll. The pre-school provides places for funded three and four year olds. The pre-school is able to support children with learning difficulties/disabilities and has facilities to support children who speak English as an additional language. There are seven permanent members of staff who work with the children including the Manager who has recently completed her Early Years Foundation Stage Degree. Of the other staff, three hold early years qualifications and two are currently working towards recognised early years qualification. For cover, there are three additional staff members, of which two have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Effective steps are taken to evaluate the provision, to identify minor weakness and areas for improvement, to highlight strengths of the pre-school and to improve the outcomes for children by meeting all the recommendations set at the last inspection. Staff understand the individuality of the children who attend and as a consequence most children make good progress in their learning. There are effective partnerships with other agencies and with parents.

What steps need to be taken to improve provision further?

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

- adapt the systems in place to improve the sensitive observations and assessments on children in order to more effectively identify and plan for

- children's next steps as they progress towards the early learning goals
- update the policies and procedures in place in consultation with the new committee as the registered individual, continuing to share this information with parents.

The effectiveness of leadership and management of the early years provision

The pre-school provides a welcoming environment for children and their families. Parents are provided with information relating to the care and development of their children and the procedures which help to keep them safe and healthy. For example, parents are made aware of the policies for accidents, medication, safeguarding, complaints and behaviour. These policies and procedures are in the process of being updated with the newly appointed manager and committee and whilst some details are currently out of date, all contain appropriate and required information for the effective running of the pre-school. Staff understand and adhere to these procedures. Robust steps are taken to safeguard children. Staff are aware of their responsibilities and the procedures to take should they have any concerns over the children they care for. Risk assessments for the environment help to minimise hazards to children and staff proactively check the pre-school indoors and outdoors regularly to help keep children safe. Children's personal information is maintained confidentially. Accident, incident and medication records along with daily registers are appropriately completed. Fire drills are completed with the school. There are effective systems in place regarding, recruitment, vetting of staff, training and appraisals and staff hold weekly planning meetings. Most of the permanent staff have completed paediatric first aid training. The certificate of registration is displayed along with information as Ofsted as the regulatory body.

The newly appointed manager has a strong vision for the future of the pre-school. Morale is high and all staff and the committee get on well and work effectively together. All the recommendations set at the last inspection have been acted upon and many new targets and goals have been set to enhance the outcomes for children. Staff and resources are deployed well. The environment is conducive to learning and therefore, as a result, children achieve, feel safe and are well cared for. Staff know the children well. They understand how the different children learn and know their likes, dislikes and backgrounds. Staff are happy to engage with parents and other professionals to meet children's individual needs. Questionnaires from parents inform the pre-school about what they are doing well and how parents perceive the provision. The manager is aware of their strengths and minor weaknesses and is already addressing these. Partnerships with other agencies such as the health visitor and local authority are established. Partnerships with the school in which the pre-school shares their site are effective. Transitions into school are therefore enhanced and other partnerships with other schools enable children to communicate with and support the children as they leave the pre-school and move on to pastures new. Parents are very positive about staff at the pre-school and the committee who oversee them. Links are in place to involve parents in their children's care and development.

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

Children are making good progress towards the early learning goals in most areas of learning and are developing their personal qualities to enhance skills for the future. Their levels of communication are strong and children are happy to engage in a range of activities. Children are provided with a wide range of easily accessible resources indoors and outside. The large main play room is set up well and children move from one area to another, playing in small groups, painting confidently alone, chatting to friends and staff. All six areas of learning are planned for, both indoors and in the large outdoor area. Children happily approach staff asking them to read favourite stories. Staff gladly respond and use the time to extend children's learning, encouraging them to recall the story as it is read and offer their thoughts as to what is happening and what they enjoy about the book. Arrangements to plan activities and assess children's learning are sound; and plans to adapt these are in place; but currently these systems do not fully demonstrate how staff become aware of children's next steps. However, staff know the children, their backgrounds and current interests well and recognise the uniqueness of the children through the key person system and weekly planning meetings. Parents receive good feedback about how well their children are developing.

Children understand the routines of the day taking pride in their environment and are curious and imaginative in their play. The outdoors is used daily for free-flow play at most times during each of the sessions. Children love the outdoors and climb, run, pedal on tricycles, ride bikes, hide in the tent, dig in the garden, have fun with sand and water, are creative and construct freely. Staff are effective at supportive children's learning which in turn helps them enjoy their time at pre-school and achieve well. For example they help children mix paints and recognise what colours are created, they skilfully entertain those more boisterous to help them generate their energy under the guise of 'special powers', they play racquet games together and start an 'art class' as children sketch and colour the plant of growing tomatoes. Staff recognise and appreciate how boys and girls learn in different ways on the whole and have adapted how they plan adult led activities and the routines of the day to better suit the children who attend.

Children feel safe within their pre-school environment. They are allowed to take risks according to their own ability, such as climbing on the climbing frame unaided and riding two-wheeled bicycles but learn how to look after themselves, by for example, wearing a safety helmet when riding their bikes. They know that they have to line up before going outside at the start of the session and wait for staff to check the gates. Children demonstrate a good awareness about what constitutes a healthy lifestyle. They understand personal hygiene routines, such as washing hands after messy play and before eating; and do so confidently at the child sized wash basin at the back of the play room. Children help themselves to water, pouring it from jugs as they play. They take part in lots of regular exercise and due to the free-flow indoor-outdoor play areas children benefit from lots of fresh air. Parents contribute to fruits at lunchtime and children pour milk or water as they sit chatting as they eat. Children are starting to understand about the wider world.

For example, this week's topic is about holidays. Children progress in communication, literacy and numeracy through role play and staff asking open questions. Transitions to school are strengthened as teachers from local and the main feeder school visit the children at pre-school, school uniform is used in the dressing up area, alongside visits with familiar staff at the pre-school to the new schools children will attend. Overall, children behave well. Staff are consistent in their behaviour management and children show respect to themselves, their friends, the staff and their pre-school. They take initiative for themselves and are confident and happy.

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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