

Wye Under Fives Accredited Pre-School

Inspection report for early years provision

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Inspection date	08/06/2011
Inspector	Jane Wakelen
Setting address	Village Hall, Bridge Street, Wye, Ashford, Kent, TN25 5EA
Telephone number	01233 812235
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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*.

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

Wye Under Fives Accredited Pre-School is a committee run group. It opened in 1957 and operates from one main hall and reception area in a purpose built building. It is situated in the centre of the rural village of Wye. The pre-school is open each weekday from 8.45am to 3.15pm term time only. All children share access to a secure enclosed outdoor area.

The pre-school is registered on the Early Years Register. A maximum of 25 children may attend the pre-school at any one time. There are currently 63 children aged from two to under five years on roll. The pre-school currently supports a number of children with special educational needs and children with English as an additional language. The pre-school provides funded early education for three and four-year-olds.

The pre-school employs seven staff, including the manager. Of these, six hold a relevant early years qualification, with the majority qualified to NVQ level 3 and the manager to NVQ level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children are able to make excellent progress in their learning and development because staff have an extremely good understanding of the Early Years Foundation Stage requirements. The pre-school is exceptionally well-organised providing a safe and stimulating setting for children to learn and develop. Partnership with the parents and outside agencies is exemplary enabling all children's needs to be met, with all children being fully included within the setting. The manager and staff team are enthusiastic, committed professionals who work tirelessly to monitor and evaluate the provision through a process of self-evaluation. Therefore, the ability of the pre-school to maintain continuous improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing a welcome board showing children and families from a variety of cultures, saying "welcome" in different languages.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by all the staff to fully protect children's well-being. A comprehensive, written policy is implemented effectively to protect children and ensure all staff are aware of their roles and responsibilities. All staff attend training and update this on a regular basis to keep their knowledge up-to-date to promote children's safety. Meticulous risk assessments are implemented on a daily, monthly and yearly basis to constantly monitor the safety of the premises, toys and furniture. This results in children playing in a secure, safe and stimulating environment. The procedures for children's arrival and departure are extremely efficient. Robust, extensive recruitment and vetting procedures are in place, together with a probationary period and induction for new staff, to safeguard children in the pre-school.

The pre-school places great importance on promoting equality and diversity and is a fully inclusive setting. All staff know the children exceptionally well, especially their key children and ensure that all children are well integrated. Staff have an excellent knowledge of children's backgrounds and personal information to provide an environment which reflects diversity and disability. There is an extensive range of resources, such as jigsaws, books, dressing-up clothes and small world toys to reflect different cultures and disabilities. Children with English as an additional language are able to see books which are bi-lingual and some signs and labels in their home language or Makaton symbols. However, these are not reflected in all areas of the nursery, such as the entrance hall. Individual Education Plans are implemented for those children with special needs to provide accurate targets from all key parties and agencies that work with the child. Therefore, promoting outcomes for children. Children access a wonderful range of resources and equipment in the different areas around the setting. Resources, toys and furniture are in excellent condition and provide a stimulating, challenging environment to meet children's individual needs.

The manager and staff team have highly positive relationships with the parents and carers. Parents are warmly welcomed into the setting and encouraged to settle their child into pre-school. They exchange all relevant information with the key person to provide an accurate picture of the child and their starting points. Children's 'unique learning stories' are sent home on an individual basis to enable parents to fully contribute to the observation and assessment process. Parents can attend termly story sessions and play afternoons and their contributions, views and ideas are used by the setting to make changes to meet the needs of the children attending. Parents are extremely happy with the pre-school with one parent stating she feels staff 'go above and beyond what they need to do to support her child'. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents, carers and outside agencies.

The manager is a well-qualified, enthusiastic practitioner who communicates her ambition and drive to the committed team of staff. They show high levels of involvement and motivation as they use systems of self-evaluation to monitor the effectiveness of the activities and provision. The constant evaluating, monitoring

and reviewing by the whole staff team enables an accurate analysis of the settings strengths and areas to further develop. Processes for managing the performance of staff and for their professional development are used exceptionally well to provide a knowledgeable and extremely effective staff team. This ensures the settings ability to maintain continuous improvement.

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

Children overall, make excellent progress in their learning and development. Staff continuously observe children's achievements, using their expertise and knowledge of the Early Years Foundation Stage learning and development requirements. A systems tool to track children's progress in relation to their starting points is currently being implemented to identify any particular groups of children who may not be reaching their full potential in all areas. Staff attend meetings regularly to enable them to share information about their key children and to offer and plan activities and ideas to inform future planning. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children extremely well.

Children arrive confidently into the welcoming, stimulating environment. They show excellent independent skills self-registering by finding their photograph and name and hanging up their coats. Children make informed choices choosing to play either indoors or outdoors on a free-flow basis. Staff use excellent open-ended questions to encourage children to extend their learning or solve problems. Children become absorbed in their play in the 'Bakers shop', where they show skills in making little gingerbread men using real dough and tools. Activities outside and story time with puppets further supports children's interests in the 'Gingerbread Man' story. They show excellent concentration and listening skills as they sit together for story time. Children ask questions and actively partake in the repetitive phrases, showing good recall of memory.

Children enjoy opportunities to play with rice in trays, using scales to weigh the rice and spoons to fill containers. They extend their own play by observing changes when they add water and sand from different trays, exploring the resources. Children confidently make marks on paper, and many write their name with some recognisable letters. Children's achievements are displayed on the display boards, enabling children to show pride in their achievements and happily share this with their friends or the staff. They use mathematical language in their play. For example, 'I have four buttons on my biscuit' and 'this man has long legs and little arms'. Children show a good understanding of shape and space and happily count in their games when identifying how many carriages on the train or putting the paper, number bottles in order.

Children learn about the natural world as they play outside, exploring the exciting 'fairy garden'. Children listen to the wind chimes or make their own music with the selection of resources, such as saucepans. They crawl through leafy hedge tunnels, or watch the mini water jugs constantly pouring water. Children have

opportunities to plant seeds and watch them grow into flowers and vegetables. They take responsibility for watering the plants and feeding the fish, whilst learning about living things. Daily use of an excellent range of resources to promote technology are easily accessible, with children enjoying wearing the earphones to listen to stories or songs. They use the computer, cameras, video recorders and walkie talkies to further extend their skills.

Children show an exceptional understanding of the importance of following good personal hygiene procedures and demonstrate this during snack time and when playing in the role play 'Bakers shop'. They show an excellent understanding of healthy eating and discuss their likes and dislikes with their friends at snack time and lunch time. The excellent outdoor facilities provide opportunities in all weathers for children to benefit from fresh air and physical exercise to support their healthy lifestyle. Children show an exceedingly good understanding about keeping themselves safe and managing risks in a controlled, safe environment. Staff give top priority to children's safety and are deployed around the setting to ensure children are safe and secure. Children behave in an exemplary manner, sharing the toys and taking turns. They work exceptionally well individually or in groups and actively ask to be helpers to feed the fish or water the plants. Children pack the toys away when asked showing excellent awareness of responsibility within the setting. The relationships between the children and staff is excellent.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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