

Wendover Pre-School

Inspection report for early years provision

Unique reference number	205568
Inspection date	23/05/2011
Inspector	Jackie Phillips
Setting address	Church Hall, Church Lane, Humberston, Grimsby, North East Lincolnshire, DN36 4HX
Telephone number	01472 210154
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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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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

Wendover Pre-school registered in 1990 but has been established since 1977. It is a committee run facility located in Humberston, near Cleethorpes, North East Lincolnshire. The provision operates from Wendover Church Hall. Children have access to outdoor play areas. The setting operates between 9am until 3pm Monday to Friday, term time only.

The provision is registered on the Early Years Register and both parts of the Childcare Register. It may provide care for 38 children in the early years age range. None may be under two years of age. Currently there are 69 children on roll, all of whom are within the early years age range. The setting welcomes and supports children with special educational needs. There are 10 staff employed at the provision. All hold recognized childcare qualifications. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning. Their health, welfare and well-being are satisfactorily supported. They are involved in a varied range of interesting experiences that take place inside and outdoors. Partnership working with parents and others delivering the Early Years Foundation Stage are progressing well. Plans are in place to develop this further. The manager has a positive approach to secure further improvement of the provision.

What steps need to be taken to improve provision further?

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

- ensure children are better supported to engage in effective personal care routines that are consistently applied
- enhance current arrangements for children to benefit more from the outdoor learning environment
- develop systems for self-reflective practice
- ensure activities meet the needs of all children
- consider improving opportunities for children to be more involved in making choices and decisions.

The effectiveness of leadership and management of the early years provision

Adults at the setting are aware of their responsibility to protect children from harm. They have attended safeguarding training and are involved in sharing information with the appropriate agencies to keep children safe. They know the action to take

if concerns are raised about children's welfare or well-being. Appropriate checks are carried out to ensure those adults who work with children are suitable to do so. Risk assessments are in place to ensure the indoor and outside environment is safe for children to use. The majority of areas are safe, although devices to firmly secure the main entrance doors when fully open are not currently in place posing a potential hazard to children when accessing the outdoor play area. A bright and interesting indoor environment is provided. Good attention to create focussed areas for play and learning benefits children's development and progress. During the inspection not all areas observed were well used by children. In particular, the creative area where sand and water experiences are also available. Some posters and displays help to create an environment for children that inspires their interest and curiosity. Adults have found this a challenge to develop further due to the constraints of using a shared facility.

The varied range of toys, equipment and resources generally keep children well occupied and actively engaged. Some are easily accessible, supporting children's independence and decision making skills. There are however missed opportunities to develop this further. For example, by enabling children to have more choice in the resources and activities they wish to explore. Adults do not always take prompt action to assist children's learning. For instance, responding to the needs of children when they show an interest at the computer station or consistently applying effective procedures relating to personal care routines involving hand washing and nasal hygiene. Current arrangements for children to access the inviting outdoor environment limits learning potential. Children generally go outside as a group as opposed to individual need.

Observations and assessment of children's progress takes place. The system is well supported by photographic evidence of the varied range of learning experiences that take place. Written accounts and examples of work are placed in children's individual learning profiles. This helps adults identify future targets and supports planning linked to children's learning needs. Target setting is generally realistic but not always challenging. There is a sound working partnership with parents. Those spoken to at the time of the inspection were very satisfied with the quality of service provided. Partnership working with professionals and others delivering the Early Years Foundation Stage is valued and developing well. Channels of communication are established between other settings, schools children will transfer to and a range of professional agencies.

The staff team employed at the setting carry out their roles well. Generally there is a common purpose to ensure that all groups of children have the opportunity to achieve as well as they can, including those with special educational needs. However, it is not always clear how the activities provided meet the needs of the more able children. There is a positive commitment to bring about future improvement. For example, by working with other professionals to raise quality standards and improve learning opportunities for children. Recommendations raised at the last inspection have been addressed. The manager is working very hard to identify and action areas for development, although self-evaluation procedures are not robust. She has implemented creative ways in which parents can share information regarding their children. For instance, recording ideas for learning on the 'aspiration tree'. She plans to develop partnerships with parents

further, in particular by improving ways in which they can be more effectively involved.

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

Overall, children make sound progress towards the early learning goals. They enjoy and achieve in most areas because they are provided with a varied and interesting range of learning experiences and activities. For example, they have their learning enriched by visitors to the setting, such as officers from the Fire Service. They celebrate a range of cultural festivals including Chinese New Year experiencing the taste of freshly cooked authentic food. They take part in visits and outings, sometimes sharing special events with children and adults from another local provision. Recently children enjoyed a party which involved dressing up to celebrate the Royal Wedding. This supports children's sense of place and social skills. They have the opportunity to grow and harvest fruit and vegetables and observe at close hand minibeasts, such as spiders and snails. A trip to a local farm is currently being organised. This helps them understand the world around them.

The routine is planned to support children to learn to play on their own or within small and large groups. For example, a lively discussion involved all children calculating the different sizes of wellington boots available in the pretend 'shoe shop'. They confidently used mathematical language and considered those which were the biggest and smallest. Later some children independently used a tape measure to assess the size of different feet. Some opportunities are present for children to make choices and decisions, for instance when they have free-flow snack. However, not all areas of the space is successfully organised to challenge the more able children and maintain their interest. For example, on the day of the inspection the creative, sand and water area was un-inviting. Children's choice was limited therefore having an impact on potential learning outcomes.

Children are developing an awareness of safety. Some children use their initiative and take responsibility for their own safety. For instance, they know not to stray too far on the large grassed outdoor space. They assist at tidy time and are involved in practising the setting's evacuation procedure. This means they learn how to care for their environment and know what to do in the event of an emergency. Children enjoy playing both indoors and outside and are beginning to show an understanding regarding the importance of regular exercise. The outdoor is a good resource and the equipment in use, such as a large wooden climbing frame, slide and hoops supports developing physical skills. Children show confidence within the setting and happily demonstrate how they can do a somersault or repeat in correct order some letters of the alphabet. They build consistent relationships with their peers and adults of the setting and self-esteem is raised as they have some work and achievements displayed despite the barriers of a shared facility.

An interest in everyday information and communication technology is developing

as children access a computer and programmable toys. They make steady progress in communicating, literacy and numeracy. Children spontaneously repeat activities they have taken part in, for example making vegetable soup. They enjoy replicating the vegetable cutting activity, using child safe knives, scales, pots and pans. Stories inspire some children to share their interest, knowledge and understanding at home with parents. Adults recognise and encourage this which facilitates children's learning to be extended and reinforced.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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