

Long Wittenham Pre-School

Inspection report for early years provision

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Inspector	Hilary Tierney
Setting address	Village Hall, High Street, Long Wittenham, Abingdon, Oxfordshire, OX14 4QH
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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

Long Wittenham pre-school is a voluntary group managed by a committee of parents and carers. It was established in 1970 and operates from the village hall in Long Wittenham. The pre-school serves the local community and shares the accommodation with other local groups. Children have access to a hall and toilets and there is an enclosed outdoor play space. The group are registered to provide care for a maximum of 32 children in the early years age group. They are registered on the Early Years Register. They operate every weekday during term times only, from 9am until 12 noon. An optional lunchtime session until 1pm is held each day except Thursdays when the children visit Forest School. There are currently a total of 26 children on roll; of these 18 three- and four-year olds are in receipt of free funding for nursery education. The group supports children who have special educational needs and/or disabilities and those who learn English as an additional language. There are four members of staff, all of whom have appropriate childcare qualifications. All the staff have completed safeguarding children training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children take part in a balanced range of activities and they are fully engaged and interested in what is offered to them. They are progressing well in all areas of learning and development, although this is not always clearly documented. Overall, there are good partnerships with parents, other professionals and the local school. The staff and committee self-evaluate practice, although the process failed to identify that a legal requirement has not been met. The staff are committed to drive improvement and work well together to provide a friendly environment for children to play and learn.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that actual hours of attendance for children and staff are recorded (Documentation) 29/06/2011

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

- develop systems to help continue to meet children's individual needs by the use of systematic observations, that identify children's interests and next steps to more effectively inform planning

- develop links with other early years settings children attend so that practitioners are able to regularly share the children's development and learning records and any other relevant information
- promote children's independence further, by allowing them easy access to drinking water, for example .

The effectiveness of leadership and management of the early years provision

Clear policies and procedures are implemented by staff to help to safeguard children. Staff are clear about the procedures to follow should they have any concerns about children in their care. Clear accident, medication and details of any pre-existing injuries are recorded and shared with parents. Staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Detailed risk assessments contribute to helping staff keep the environment safe.

Resources are good, fit for purpose and support children's learning and development well. The environment is conducive to learning, safe and well maintained. The staff have a good knowledge of each child's background and individual needs. They appropriately and actively promote equality and diversity with good support offered to children who are learning English as an additional language and those who have special educational needs and/or disabilities.

There are positive relationships with the parents and carers and relationships are well-established ensuring each child's needs are met. Regular questionnaires ensure parents and carers are asked for their views which help them to feel involved with the provision and these are used to inform important decisions about the provision. Parents and carers are kept well informed about their children's achievement, well-being and development. A notice board has recently been put into place to help keep parents informed about relevant information. Verbal feedback to parents from their child's key person keeps them informed about their own child's day. There is good partnership with other early years settings such as the local school; however links with other local nurseries that children attend have not yet been sufficiently developed.

The staff and committee have completed the self-evaluation process and have taken into account the views of the parents and children. It has clearly identified the strengths and weaknesses of the provision. The group have been able to identify areas they wish to improve and develop as a result. However, the process failed to identify records of staff and children's actual hours of attendance are not kept, this is breach of a legal requirement. The staff have taken successful action on the recommendations from the last inspection which demonstrates a commitment to drive improvement.

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

Children have good relationships with adults. They play well on their own and are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show that they feel safe and secure and have a sense of belonging. The environment in which children are cared for is safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. Children know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Good quality interaction and well-organised routines help children to be confident, happy children and build their self-esteem well. Children take initiative working independently as well as collaborating and co-operating with their peers. They show a good understanding of diversity engaging in a broad range of activities and experiences to help support this. Although, staff know their key children well and complete detailed observations and assessments on them, they do not always identify children's interests and next steps in the planning of activities.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. Staff ensure that all children are able to access the laptop easily and supervise children appropriately when they use it. Children play and work alongside their peers, successfully understanding the need to co-operate and resolve situations by themselves. Children play well independently becoming active, curious and inquisitive learners. They develop a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning. For example, children enjoy taking part in talking about animals and the sounds they make and where they live. Children confidently talk about holidays they have taken and the places they have visited.

Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. For example, children understand the importance of washing their hands before eating snacks and their lunch with little or no prompting from staff. However, children are not able to access drinking water easily during each session. Children engage in a wide range of physical activities, both indoors and out. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Staff have developed regular visits to Forest School for the children due to the limited outside space they have at the setting. Children really enjoy these visits and talk about them with great enthusiasm.

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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