

Woodcroft Pre School and Wrap around care

Inspection report for early years provision

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Setting address	Woodcroft Primary School, 37 Woodcroft Lane, WATERLOOVILLE, Hampshire, PO8 9QD
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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

Woodcroft Pre-School and Wrap around care registered in 2006. The provision is run by a non-profit making organisation and consists of a holiday childcare club and a nursery which are based in Woodcroft Primary School in Waterlooville, Hampshire. The nursery is open all year from 8am to 6pm and the holiday club operates during all school holidays from 8am to 6pm. Children can attend on a full-time or sessional basis. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for children up to the age of five years and the holiday club provides care for children aged two to 11 years. There are enclosed outdoor areas for the children's use as well as the school halls and libraries. There are currently eight staff employed to work with the children, all of whom hold relevant childcare qualifications. Five staff hold National Vocational Qualifications (NVQ) at level 3, two hold a NVQ at level 2 and the manager holds a Foundation degree. A maximum of 50 children may attend at any one time. There are currently 65 children on roll, all of whom are early years. The nursery receives funding for provision of free early years education for three and four year olds. The nursery currently supports children with special education needs and/or disabilities and children with English as an additional language. The setting receives support from the local authority and works closely both with the local Children's Centre and the host primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Woodcroft Pre-School and Wrap around care is an outstanding setting where all children make very good progress and are very well supported. There are extremely strong links with parents, with the local authority, and a close partnership with the adjoining school and the local Children's Centre. The manager and her staff have a very accurate understanding of the pre-school's strengths and constantly strive for improvement, for example by redesigning the premises and by developing the outdoor learning area to give the children the best opportunities for learning. Overall, they evaluate the provision and its procedures rigorously to identify what they might adapt. Consequently the nursery and pre-school has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure that a policy is in place for dealing with any incident of bullying, should it arise.

The effectiveness of leadership and management of the early years provision

All staff have a thorough understanding of safeguarding and attend regular training. They fully implement policies and procedures to ensure children's safety and are always extremely vigilant. There is no anti-bullying policy in place to support staff in following the correct course of action if this were to arise. There are robust recruitment and vetting procedures to establish that all adults who have contact with the children are suitable. Security is very good because doors are locked and children are always carefully supervised. Risk assessments are very rigorous and carried out regularly to reduce the risk of accidents, for example while the children are walking through the woods. Children practise fire drills very regularly so that they become completely familiar with the routine. They learn to take responsibility for their own safety, for example when playing outdoors in wet weather.

Partnerships with parents and carers are outstanding and the manager knows the needs of the community extremely well. Parents and carers receive regular information through discussions with staff and newsletters. Parents of babies receive a daily diary of the baby's routine including photographs of them playing. Parents of children with additional needs are particularly well supported. All parents say their children thoroughly enjoy pre-school and they feel they make especially good progress in their social skills and their understanding of letters, sounds and numbers. Parents and carers receive regular reports and often stay and play with their children to discover how they learn so that they can help them further at home. Partnerships with the adjoining school are exceptionally strong, for example the children share the school's outdoor environment and visit the classrooms regularly. There is a comprehensive programme in place so that children have a very smooth transition to full-time education. There are also very strong partnerships with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting also works very closely with the Children's Centre and takes the children there to benefit from some of its facilities.

The pre-school is extremely well led and managed and staff meet regularly to discuss and evaluate planning and consider areas for improvement. There are very good self-evaluation systems which include parents' views. The new classroom has been well designed and equipped and provides many exciting opportunities for children to play and learn together. The outdoor area is now being developed further. The manager drives ambition very well so that the children make extremely good progress. Staff observe children closely so that they know precisely what each child needs to learn next. They then plan suitable activities based on the children's interests. The manager tracks their progress rigorously and uses this information well to ensure that they all make consistently good progress in all areas of learning. The pre-school has addressed the recommendations from the previous inspection. In particular, there is a cosy corner where children enjoy books, and children now develop their understanding of numbers and letters well.

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

Children achieve very well in all areas of learning because activities are well-planned and exciting. Children behave extremely well and are kind, thoughtful and considerate towards one another. They share their toys very well, can choose what they want to play with and help with tidying. Children of all ages play together so that they make strong friendships and gain more confidence. They have very good table manners at snack and lunchtime and develop their social skills well. Staff have a consistent approach to managing the children's behaviour, speak positively to them and have excellent relationships with them. They know each child as an individual. Children learn to take turns and the staff praise them constantly to develop their confidence and self-esteem. Festivals such as Easter and Chinese New Year enrich their experiences and give them an excellent understanding of other lifestyles, customs, dress and food. They play with multicultural puzzles, musical instruments and dolls which help them to understand diversity. Children with special educational needs and/or disabilities, speech delay and those who speak English as an additional language, are fully included and staff adapt activities and resources very well to support them.

Children make healthy decisions at snack time, they cook the vegetables they have grown and they develop a very good understanding of keeping healthy and safe. They take responsibility and they learn about the needs of others by raising money for charity. They learn to become independent, for example by putting their own boots on and finding their drawers by recognising their names. Children develop their physical skills well as they balance on planks, ride bikes and create dens. They learn how to solve problems and the adults challenge them with questions about their learning. Boys especially enjoy activities based on exciting themes such as pirates and the building site, and visits from police officers and fire fighters. Children learn how to cross the road safely when they walk to the local shops and post box. They cook birthday cakes to share with their friends. The indoor environment is rich in letters and numbers so that children can learn very well independently. The staff also use every opportunity to reinforce and extend children's learning, for example by asking them to find matching pairs of boots or to count how many children are attending.

Children are very keen to participate in a good range of interesting activities and have many opportunities to choose what they do each day. They make visits to the local shops to buy ingredients or to post letters and the library bus visits so that they can enjoy a wider range of books. Children develop very good creative skills, for example when they work as a group to paint large pictures or practise printing. They play with malleable materials to strengthen their arm muscles and this helps to develop their early writing skills well. They learn about the world around them through woodland walks, for example a bear hunt, or searching for feathers.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met