

Winford Village Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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

Winford Village Pre-School registered in 1987 and moved to its current site in April 2011. The pre-school is on the Early Years register. It operates from newly refurbished premises which are situated in the grounds of Winford Church of England Primary School. The pre-school has a dedicated messy play room, a kitchen, a carpeted second play room with a raised quiet area and an enclosed outdoor area. The pre-school also has the use of school facilities including the field and fully enclosed playgrounds and the new school hall.

A maximum of 24 children aged from three to five years may attend the pre-school at any one time. At present, there are 20 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four. The pre-school is open five mornings a week from 08.45am until 11.45am during term time with the addition of an optional hour long lunch club every day until 12.45pm. Children attending are from the local area and surrounding villages. The pre-school supports children with special educational needs.

The pre-school is run by a committee who employ four members of staff to work with the children. All four of these hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are consistently cared for in an exceptionally well resourced environment by a dedicated staff team and excellent attention is given to meet each child's unique needs. Enthusiastic staff plan interesting activities that challenge children and move them on in their learning quickly. Overall, equality and diversity is well represented in the pre-school. Children's safety and security is extremely well supported through the pre-school's very well-organised systems. Recent improvements and highly effective systems of evaluation demonstrate an excellent capacity to continue to maintain high standards.. Working in partnership with parents and other professionals is highly valued and this leads to improved outcomes for children.

What steps need to be taken to improve provision further?

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

- enhancing children's awareness of equality and diversity by reflecting this more in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Staff carry out a comprehensive risk assessment and daily safety checks to ensure that children play in a very safe and secure environment. All staff are very clear about their roles and responsibilities and the rigorous procedures to follow in order to safeguard all children. Security between the adjacent school and pre-school is maintained. Fire drills are routinely practiced, both with the school and independently. All staff have current paediatric first aid certificates. Robust processes are implemented for the induction of new staff and training is tailored to meet their individual needs. Passwords unique to each child ensure that only authorised adults collect children from the pre-school. This helps children to stay safe extremely well. Effective kitchen systems help maintain children's good health.

Equality and diversity resources and images are reflected in the range of toys and equipment available to children in the indoor environment, but less so outside. The staff routinely attend additional training to provide for children's unique needs as necessary. The pre-school works very successfully with a range of other professionals. This partnership helps to provide a fully inclusive environment and means the staff can support children with special educational needs and/or disabilities effectively. This helps children to foster respect and acceptance of others in their community.

Highly effective deployment of staff results in children being fully supported. Independent and unlimited access to both the indoor and outdoor environments and resources leads to children enjoying their learning immensely. Reused materials such as car tyres and junk modelling resources show the pre-school's strong commitment to sustainability.

Parental involvement in their children's learning is significantly enhanced by the abundant range of information available to them including newsletters, home diaries, a website and informal chats. An innovative book lending system helps to enrich the home learning environment of children and supports highly productive links with parents. Parents may join in with the wide ranging calendar of events that the pre-school organizes, such as trips, a treasure hunt, sports day and a barn dance. This builds exemplary relationships between the pre-school and its members.

The pre-school has fully embraced the North Somerset self-evaluation system and has recently undertaken a comprehensive audit of provision. As a result, they have been able to identify groups of children who may need differentiated provision. This has now been actioned leading to improved outcomes for children. Part of the pre-school's high quality self-evaluation process includes gathering parental opinions. As a direct result of feedback the successful introduction of a lunch club has now been implemented. This has led to an increased range of services for families.

The pre-school has taken a leading role in developing successful relationships with other providers. They use the information that they receive to inform their planned learning opportunities and this leads to successful outcomes for children. Successful links with the local community and in particular the local primary school have resulted in the pre-school recently relocating. The refurbished premises offer an enriching environment for children. This pre-school continues with its emphasis on driving improvement in the future by planning for forest school experiences.

They intend that this will lead to high levels of outdoor learning experiences.

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

Children are fully supported at the pre-school and their individual needs are routinely met by the dedicated staff team. A highly effective key person system leads to staff knowing their children well and this results in children's learning and development being very well-documented. Children thoroughly enjoy deciding whether to play indoors or outside and this leads them to achieve and enjoy in their learning.

The routine of the day is very well established and children know what to expect. Effective use of a visual timetable is used to support children and this helps them to feel extremely safe and secure in the pre-school.

Children routinely have access to fresh drinking water which they are encouraged to pour for themselves; they enjoy taking on such responsibilities. Children are offered a range of healthy snacks and milk. They are encouraged to eat the healthiest items in their lunch boxes first. Children are highly supported in keeping themselves healthy by the provision of automatic 'magic taps' to wash their hands and the delight of 'feeding' their used hand towels into the 'piggy bin'. Children make excellent use of the comprehensive range of physical play equipment both indoors and out. The pre-school complements this provision by frequently using the school hall for large scale racing and exercise games. This helps children to stay healthy.

The pre-school ensures that children have full access to the toys and equipment in the environment by presenting them in easily accessible storage boxes. All children show a strong sense of belonging as they look for their pegs and name cards at the beginning of a session. Praise for good behaviour and decision making is used highly effectively and often, which promotes children's self esteem. Children's work is prominently displayed and this helps children to feel that they have made a positive contribution.

Children have unlimited access to a diverse range of information and communication technology (ICT) resources that fully support the development and application of their ICT skills. Staff actively encourage children's attempts to write their name on their own work. There are ample opportunities for the development of early writing skills in the indoor and outdoor classroom. Children are beginning to phonetically sound out the beginning of words and to use alliteration and rhyme. Fingers are used confidently as an aid to counting and subtracting, modelled effectively by the attentive adults in the pre-school. This leads to children confidently developing skills for the future.

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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