

Longthwaite Road Pre-School

Inspection report for early years provision

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Inspector	Carys Millican
Setting address	Wigton Infant School, Longthwaite Road, WIGTON, Cumbria, CA7 9JR
Telephone number	07801 153 992
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Type of setting	Childcare - Non-Domestic

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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

Longthwaite Road Pre-School has been registered for approximately 29 years and has been re-registered in 2011 as a limited company. It is situated within the grounds of Wigton Infant School, in Wigton, Cumbria. It operates from two play rooms and the children have access to an enclosed outdoor play area.

A maximum of 26 children under eight years may attend the facility at any one time, of whom, no more than 26 may be in the early years age group. Children attend from the local area. The pre-school is open on Mondays, Tuesdays, Wednesdays and Fridays from 8.45am until 3pm during term time only. On Thursdays it is open from 8.45am until 12.45pm. There is a parent and toddler session held on a Thursday from 1pm till 3pm. There are currently 34 children in the early years age range on roll. The pre-school provides funded early education for three- and four-year olds. The setting supports children with special educational needs and/or disabilities.

The pre-school employs four members of childcare staff who hold appropriate early years qualifications. The manager holds a Level 4 qualification in Children's Care Learning and Development. The pre-school is a member of the Pre-school Learning Alliance. They are registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as they play in this stimulating and interesting, child-oriented learning environment. Staff take positive steps to ensure children's individual needs are met and that they promote inclusive practice by providing a broad range of play opportunities both indoors and outside. This means that overall children are making good progress in the six areas of their learning and development. Children's safety and welfare is promoted well throughout the pre-school and they benefit from the good partnerships developed with parents to support their individual needs. The pre-school has taken steps to evaluate their practice and provision and used this effectively to improve the facilities and to enhance the learning outcomes for children.

What steps need to be taken to improve provision further?

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

- review the recording systems to clearly identify the next steps in children's learning used to inform future planning
- develop systems to enable parents to become more involved in their children's learning and how they can continue to help with their children's

- learning at home
- develop systems to ensure that all persons associated with the pre-school are involved in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by staff who promote children's safety and welfare in all aspects of this pre-school provision. Staff clearly understand the allegations procedures and the reporting procedures to be followed if there are concerns that children are abused. Thorough recruitment procedures and access to relevant training ensure that adults working with children are suitable to do so. Effective procedures are implemented to keep children safe. For instance, fire drills are practised regularly and arrival and departure times are closely monitored. All records and policies required for the smooth running of the pre-school and to meet the needs of children are reviewed regularly to ensure that they reflect current requirements.

The staff, management and parents have worked tirelessly to improve the outdoor facilities of the pre-school and together have a strong sense of purpose about what they want to achieve. Staff and parents agree that the new outdoor play area has enhanced the pre-school considerably. The manager has made a good start to the self-evaluation form and various documents support the process. However, staff, parents and committee members have not contributed to this document. Good organisation ensures that there is effective and efficient use of staff, resources and the available space to promote children's well-being and to allow children to make independent choices in their play. Children's work is on display, creating a welcoming and bright environment for all. Staff provide children with a variety of resources which positively reflects diversity and the wider world.

Children benefit from the positive engagement with their parents. The daily contact with the staff enables the invaluable sharing of information to ensure continuity of care. The provision of newsletters and information on display, helps to keep parents well informed. Children's ongoing progress is shared informally with parents in parents meetings, however, there are no systems in place to enable parents to contribute to written progress records. There is also limited information provided to parents on how they can continue with their children's learning at home. Parents are very happy with the care their children receive. They find the staff very friendly and approachable and that their children are progressing well. Staff work closely with multi agency workers to effectively support children with special educational needs and/or disabilities. They also demonstrate a good understanding of the importance of sharing information with other settings children attend to ensure continuity and coherence of learning and development. The lunchtime visit into school is highly effective in supporting children's transition into mainstream school.

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

Children are happy and contented individuals who settle quickly and happily get involved in an activity. They benefit from the high level of care, activities and play opportunities provided by knowledgeable staff, who have a good understanding of the Early Years Foundation Stage. Staff get involved in children's play, offering good support to help children progress and develop. They make effective use of spontaneous learning opportunities. For example, when children show excitement as they look in the 'discovery box' at the carrot growing in the soil, staff skilfully ask questions to encourage children's thinking and develop their understanding about growth and healthy eating. The key person system provides children with effective support to achieve good outcomes, therefore, children seem to be making steady progress towards the early learning goals. The staff know their key children well and can explain the progress children have achieved and what they are helping children work towards next. Staff observe children as they play and these small observations are placed in children's progress records and linked to the Early Years Foundation Stage development charts. However, the next steps in children's learning are not clearly identified in these documents.

Children are well behaved. They develop good relationships with the staff and develop friendships with their peers. Children learn to share and take turns in activities and recall their own experiences within their imaginative play. Staff support children's learning by extending and challenging them during activities. For example, they ask the children to name and count the items in their shopping basket. Children's interest in mark making is promoted through the various activities indoors and outside. For example, children use magic marker boards to make patterns, paint using water and brushes and use coloured chalks on the chalk board. Children's love of music is promoted as they help themselves to a range of musical instruments, sing action songs and rhymes. Children feel valued and show a sense of achievement, as the staff constantly praise them during activities. Their learning and communication skills are successfully promoted by staff who also help develop children's understanding of number, colour and calculating during activities. The environment is language rich and photos and posters depicting positive images are displayed on the walls at children's eye level.

Children enjoy outdoor play and physical activities in the newly re-furnished play area. They explore the environment in safety and are provided with natural materials and sensory resources to investigate and experiment with. For example, fallen tree leaves in a tray and the 'discovery box' on the railings. Children develop a knowledge and understanding of the world as they sow, cultivate and harvest a selection of fruit and vegetables in their raised beds which they cook and eat at snack time. Children choose when they want to have for their snack. They know the routine of hand washing before sitting at the table where they help themselves to several healthy snack options.

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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