

Wrawby Under 5's Pre-School

Inspection report for early years provision

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Inspector Elisabeth Wright

Setting address Pre-School Building, Wrawby School, Vicarage Avenue,
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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*.

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

Wrawby Under 5's Pre-School is managed by a committee. It was registered in 1976 and moved to its present site in 1988. It operates from a single storey building with enclosed outdoor play area, on the site of Wrawby St Mary's School in Wrawby, North Lincolnshire. The setting also has use of the school hall, associated facilities and the school playground. A maximum of 15 children in the early years age group may attend at any one time, none of whom may be under two years old. The setting is open during term time only on Monday, Wednesday, Thursday and Friday from 9.15am to 3.15pm and on a Tuesday from 9.15am to 11.45am. The setting serves children from the local and surrounding areas who attend for a variety of sessions. There are currently 27 children on roll, of whom 23 are in receipt of funding for free early years education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff who work directly with the children, all of whom hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress in the setting because their individual needs are recognised and effectively met. They benefit from inclusive practice, which includes positive partnerships with parents, carers and other settings. Most systems and routines effectively support the children's welfare, learning and development. The committee and staff team share a commitment for maintaining continuous improvement. They are actively involved in self-evaluating the setting, and include parents and carers views in this process.

What steps need to be taken to improve provision further?

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

- review routines to allow children sufficient time to use a range of equipment to persist in activities.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the setting has strong leadership and an established, qualified staff team. Robust recruitment and ongoing vetting procedures ensure that children are cared for by adults who are checked for their suitability to do so. Staff are confident in understanding how to effectively report and record any concerns, in order to effectively protect children. Potential hazards are identified and minimised through comprehensive risk assessments and daily checks carried out on the environment, enabling children to

play safely. All required records, documents, policies and procedures are in place to ensure that children's needs are met well.

The setting is fully committed to improvement and gives a high priority to the ongoing training of the staff team and to the process of self-evaluation. Planning focuses on children's uniqueness, as individual aims are included in activity plans. This ensures that children's diversity is recognised and valued and that they have equal opportunities. For example, children bring items from home to share with the group, and all children listen to them with interest. The environment is well planned and a wide range of accessible resources supports children's development. However, routines sometimes interrupt children's play and consequently they are not always able to persist in their activities. This impacts on them being able to practice new and existing skills and learn from their mistakes.

Parents and carers feel they are well informed about their children's progress and can contribute to their own child's development records. They are consulted on the organisation and practices of the group, for example, with regard to possible changes to snack time. Children attending more than one setting benefit from an ongoing exchange of information. Transition into school is well thought out, with visits and contact developed throughout the year to enable children to feel settled in their new environment. For example, children are able to experience a school mealtime with their own members of staff present to support them.

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

Warm relationships are fostered between children and staff and consequently children learn to develop strong friendships with one another. Staff interact well with children, using opportunities to extend their learning in line with carefully planned aims, based on ongoing observation and assessment. Therefore they make good progress in relation to their starting points.

Communication is a particular strength of the setting. Effective use has been made of the national strategy 'Every Child a Talker ' initiative and resources have been extended. This enables more children to take 'chatter bags' home to encourage conversation and interest. A wealth of words is displayed in the room and there is a well-resourced mark making area. Therefore, children have ample opportunities to start to record their thoughts and ideas through pictures and early writing. Staff are skilled in using opportunities to develop language across all areas. For example, a child's interest in a number line is used to talk about birthdays, thereby giving the numbers relevance. Children spontaneously use mathematical concepts in play and attempt to solve problems for themselves, for example, working out how much sand they need to make a sand castle. They learn about their own community through visits locally to the farm and windmill. They also access a range of activities and resources to support their developing understanding of the wider world. The opportunity to use the school playground is maximised to enable children to run freely, climb, balance and use wheeled toys. Therefore they are able to benefit from being in fresh air daily and develop larger muscles and

coordination skills. Children develop their imaginations and creativity well through role play, music, story sacks and readily available art resources.

Children are able to feel safe in the setting because behaviour is managed effectively. Staff explanations ensure that children understand how to look after themselves and one another. They enjoy a social snack time, sitting in small groups with a member of staff. Children talk about the food, peel their own fruit and learn to make healthy choices. This is supported by growing vegetables in their own patch of the school garden. Children demonstrate a strong sense of belonging. They develop good self-esteem and are able to work confidently by themselves, or cooperating in a group. The provision of programmable and remote control toys effectively promotes their understanding of technology. Overall children are supported well in their learning and development and secure skills to progress them in their future learning.

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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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