

Woodcot Community Pre-School

Inspection report for early years provision

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Inspector Diane Wilkinson

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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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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

Woodcot Community Pre-School was registered in 1999 and is on both the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is a registered charity and is managed by a committee of parents. It primarily serves children from the local community and is situated in purpose-built accommodation within the grounds of Woodcot Primary School, in Gosport, Hampshire. Children have access to a safe, secure outside area. A move to larger accommodation in the school building is planned for within the year. The setting has close links with school staff. It is registered to accept up to 22 children from two to the end of the early years age range. It is the group's policy to admit children once they have reached the age of two years and six months. Sessions are offered from Monday to Friday during term time from 8.45am until 11.45am and from 12.15pm until 3:15pm. There are currently 30 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. There are seven members of staff employed to work with the children, all are experienced and hold National Vocational Qualifications at level 2 and above. There is also a lunchtime support assistant and part-time administrative assistant. All staff who work with children have current paediatric first aid qualifications. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good. Very regular and rigorous safeguarding checks and procedures ensure that children are exceptionally well cared for. The positive relationships the pre-school forms with children's families and with partner agencies benefit children's development because their needs and interests are provided for well. Well planned activities ensure children make good progress in all areas of learning although the relatively small size of the accommodation and the lack of a cover for the outdoor area limit the range of activities on a few occasions. Staff are continually seeking out ways to improve the quality of provision. Recent developments with regard to assessment and planning are beginning to show positive benefits for children, which gives the pre-school a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- embed the recently improved planning so that children's needs and interests

- are closely addressed in order to promote greater progress
- explore further ways to increase the range of activities on offer at any one time, especially with regard to using the outdoor area more in inclement weather

The effectiveness of leadership and management of the early years provision

The manager provides very strong leadership and works with an enthusiastic team who enjoy working with the children and are fully committed to providing the best for them. The manager is extremely well organised and all important documentation is kept fully up to date. Children's records are meticulously kept and important risk assessments are carried out daily, including for food hygiene. Staff are extremely rigorous in ensuring that children are safe at all times. Accident and incident books are carefully updated and the information shared immediately with parents. The vetting, recruitment and induction of staff is excellent and all staff are well trained, especially so in first aid. As a result, safeguarding is outstanding and children are especially well cared for. Recently there have been a series of changes in committee members with new members being largely dependent on the support and advice provided by the manager and local authority. Nevertheless they are quickly getting up to speed in carrying out important work such as the review of policies. The headteacher of Woodcot Community Primary School currently chairs the committee and this has strengthened its partnership with the pre-school. This is especially evident in the excellent support provided by the school's early years foundation stage leader in enhancing the pre-school's assessment and planning procedures. Close partnerships with the local authority support services, for example for children with special educational needs and/or disabilities, ensure children are provided with support that is well targeted to their needs. This, together with an increased emphasis on individualised learning, ensures children's diversity is fully accommodated and their equality of opportunity good. Parents are very pleased with the pre-school. Their views are regularly sought, including through questionnaires, and staff operate an open door policy so that any parental concerns are swiftly responded to. Parents are now invited to share information with staff about their children's achievements at home and to contribute to the children's learning journals, giving a clearer picture of their progress. There is a strong culture of reflection amongst staff and, more recently, self-evaluation has been an important focus at staff meetings so that improvement is continuous and effective. Recommendations made at the last inspection have been successfully implemented. Current priorities related to individualised learning are bringing about enhanced progress, although the revised planning arrangements are fairly new. Support for staff development is good, with all staff increasing their expertise since the last inspection. The budget is well managed so that children are provided with good quality resources that support their learning and development well. Staff make the best use of the relatively small accommodation, using the school grounds to provide a large space for wheeled toys and setting up gazebos to protect children from the sun during spring and summer. Children use the outdoor area in all weathers, although the lack of any cover for this during winter limits its use to support learning in some aspects.

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

Since September there has been a strong emphasis on using children's interests as the main topic through which to learn new skills. This is having a very positive effect on their learning, although the full impact of these new strategies is not yet apparent. Children thoroughly enjoy all activities, working and playing happily together and sustaining interest. For example, one child's cutting and sticking skills were considerably enhanced through her fascination with using sticky tape. Boys' interest in transport helps them to compare the size and colour of toy vehicles, learning more about them from non-fiction books. Children love making up stories through using toy figures and very much enjoy the many role play activities on offer, such as being a postman for the Christmas mail. Staff use fun activities, such as chanting rhymes to engage children's interest in letter sounds and to try to spell new words with the plastic letters. Using natural resources such as shells, stones or autumn leaves, which children themselves bring in, encourages their ability to count. Older children are really good at helping the under-threes to settle. Younger children benefit from trying out things they can see the older ones doing, quickly learning how to hold a pencil or paintbrush and make marks with it and placing objects in a line so the biggest one is at the top. Children's health and hygiene are encouraged especially well, the smallest children being provided with a mirror to see how well they wipe their nose. Lots of physical exercise in the outdoor area and school grounds and regular access to milk or water and healthy snacks all help children keep healthy. Benefitting from the excellent safeguarding routines in place, children quickly recognise how to use equipment, checking that it is not broken and tidying it away carefully. Staff also make children very aware of how to avoid hazards such as those caused by fire, including on the summer barbecue. Staff make good use of the different seasons to encourage children's curiosity in the world around them, for example in the crunchiness of the ice in frosty weather. The key worker system benefits children's welfare and allows staff to take on a manageable responsibility for assessment. Staff plan jointly from good information on children's previous learning. They are well deployed to focus on adult-led activities or spend time supporting individualised or group learning in child-chosen activities. Staff make the very best use of the relatively small indoor accommodation to enhance learning, although this does limit the range of activities on offer during inclement weather. Despite this, their tight organisation ensures the support for children's specific needs is good, including through the work of visiting professionals. For example, those children who speak English as an additional language or who have social, emotional and behavioural, or speech, language and communication needs are well catered for. The work of different agencies is collated effectively and children are well supported in general activities through the pre-school's special educational needs coordinator.

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	1
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

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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