

# Whissendine Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY429607

**Inspection date**

14/11/2011

**Inspector**

K.A. Bryan

**Setting address**

Village Hall, Main Street, Whissendine, Oakham, Rutland,  
LE15 7ES

**Telephone number**

01664 474 412

**Email**

lizmilnes@aol.com

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Whissendine Pre-School is privately owned and operates from the village hall in Whissendine. It first opened in 1968 and the current owners were registered in 2011. Access to the premises is by a slope. The pre-school is open each weekday during school term time from 9.15am to 12.15pm, with an optional lunch club operating until 1.15pm on Monday, Tuesday and Friday.

The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any one time and there are currently 19 children on roll in the early years age group, some of whom receive nursery education funding. Children come from Whissendine and surrounding villages and towns. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs four staff, all of whom hold a minimum of a Level 3 early years qualification. The setting is affiliated to the Pre-school Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good awareness of children's individual needs, and consequently they feel secure and supported at the group. This also helps staff to plan a wide range of interesting activities which engage children and help them to make good progress in all areas of learning. Positive working relationships with parents and others involved in children's care ensure their individual needs are well met. Most required policies and procedures are in place and are used effectively to underpin the management of the setting. Self-evaluation is used well to identify areas for development which can improve the quality service to children.

## **What steps need to be taken to improve provision further?**

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

- promote links between children's starting points and the areas of learning so their achievements can be built upon
- improve systems so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of how to protect children and most have attended safeguarding training. They are clear about reporting procedures and a policy is in place, which is shared with parents. Children's safety is further enhanced as staff are vigilant about who enters the building. Recruitment

procedures are generally robust, although staff associations are not routinely checked to maximise these procedures. Children are never left with people who have not been vetted.

Staff have a good awareness of how to make the environment safe for children and check the premises daily. They talk to children about how to keep themselves safe as they explain to them about hazards, such as running, and the consequences of this. They also learn about road safety on their trips into the local community. The group has a wide range of easily accessible resources which support children's learning and development.

The owners understand that self-evaluation is a working document and action plans have been developed in order to maintain continuous improvement. All of the staff team are qualified and training is well supported at the group, which demonstrates their commitment to providing a quality service to children. Staff are deployed effectively so all children have individual support, and this works well to help children with special educational needs and/or disabilities participate in all activities.

Parents receive their own copy of a good range of operational policies and procedures, including a positive equality and diversity policy which outlines how all children are cared for. They have also completed parental questionnaires and staff have responded positively to their suggestions, such as acquiring a new whiteboard. Staff are always available to speak to parents, who are encouraged to record their children's 'wow' moments so staff can share in their achievements. Parents express positive comments about the group and their children's progress. The setting works closely with a range of professionals who are involved in the care of the children, and consequently their individual needs are well met.

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

Staff have a good understanding of the Early Years Foundation Stage, which means children make progress in their learning through an engaging range of activities. Observations show what children have achieved and planning is differentiated to allow them to make individual progress as the next step in their learning is identified. Children have a 'learning journey' file and starting points are established so staff can build on their interests. However, these are not linked to the areas of learning, which means progress may not be recorded as effectively as possible.

Children are confident communicators and staff promote their word recognition through activities, such as playing with shaving foam. They ask the children questions about textures and feelings, which promotes their vocabulary well, for example, children decided it felt 'crunchy and slimy'. Staff follow the 'Every Child a Talker' programme to encourage language development with children and this is displayed so parents are also aware. A range of pictures also depict activities on offer and this helps children with special educational needs and/or disabilities and children with English as an additional language to settle well and make choices.

The group is well resourced and the room is used effectively to provide children with opportunities for free flow, which also helps them to negotiate space and each other. Children enjoy physical activities, such as using the climbing frame and ride-on toys, and this also promotes their imagination well as they pretend to sell ice creams from a wheeled bench. All resources are easily accessible at children's height and they can move between a range of activities, which include small world toys, floor play and dressing up clothes.

The children are learning about the natural world well as they visit the 'forest school' and enjoy bug hunts and lots of physical play, which challenges their development. They also collect leaves and twigs and make pictures out of these, which enhances their sensory experiences and creativity effectively.

Children have a good understanding of hygiene procedures as they routinely wash their hands and understand why they do this. They also understand about healthy eating as they enjoy a variety of snacks and drinks, such as fruit and milk. A 'snack bar' system encourages them to be aware of their own needs and promotes their independence as they decide when they are hungry.

Staff have a very good understanding of how to manage behaviour, and children know what is expected of them as simple rules, such as sharing, are promoted. Staff have also devised a 'quiet den' which children can sit in to help them think about their behaviour. Children also learn how to take turns as they use an hourglass so they all have good opportunities to use all resources.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

