

# Wroxall Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	119787
<b>Inspection date</b>	22/11/2011
<b>Inspector</b>	Jameel Hassan

<b>Setting address</b>	Wroxall Primary School, Castle Road, Wroxall, Isle of Wight, PO38 3DP
<b>Telephone number</b>	01983 854881
<b>Email</b>	
<b>Type of setting</b>	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

Wroxall Pre-school opened in 1995 and operates from a purpose built nursery unit within Wroxall Primary School in the rural village of Wroxall, on the Isle of Wight. Registered for full day-care, the pre-school is open term time only, from 8am to 3pm, Monday to Friday. The group is registered to accept 25 children from the age of two years to under five. Currently there are 21 children on roll. Children can attend for either a morning or afternoon session or the whole day. All children share access to a secure outdoor play area. A management committee employs six appropriately qualified, well experienced staff to work with the children, including the manager and another member of staff who are qualified up to NVQ level 4. It caters for children who have special educational needs and or/disabilities and children who are learning English as an additional language. The facility is in receipt of funding for three and four year old children and is not registered for overnight care. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Registers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Wroxall Pre School is a satisfactory setting which broadly meets the needs of children in the Early Years Foundation Stage. It provides a welcoming environment where children feel safe and well cared for, although too few staff are trained in paediatric first aid. Since the previous inspection, staff have made some improvements to the setting, particularly in developing opportunities for children to have more investigative and creative play both indoors and outdoors, thereby improving outcomes for children. Together with sound self-evaluation and motivated staff this shows that the setting currently has the capacity to improve. There are too few activities to prepare children for the diversity of the wider community. Parents and carers are not sufficiently helped to make healthy eating choices for their children during lunchtimes.

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

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

- provide an additional member of staff to be trained in paediatric first aid in case of staff illness.
- provide more opportunities for children to have a greater understanding of cultural diversity within the broader community of the United Kingdom.
- encourage parents to ensure their children have a healthy packed lunch.

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

Safeguarding is satisfactory. Staff have an understanding of their legal duties and responsibilities regarding child protection issues and their practice is underpinned by a sound safeguarding policy; however there is a lack of robustness and rigour in certain aspects of safeguarding. Appointment and suitability procedures are followed to ensure that staff are qualified and suitable to work with children. Supported by management, staff welcome the opportunity to access further training to compliment their existing childcare qualifications. The setting currently only has one member of staff trained in paediatric first aid, which means there is an absence of cover.

Engagement with parents and the quality of partnerships are good. The pre-school seeks the views of parents and carers as part its reflective practice. During the inspection parents and carers reported that they find the provision friendly and welcoming. One parent, said 'My child cannot wait to come to here'. Parents and carers are kept well informed about the running of the provision and their children's well-being and development and there are accessible channels for parents to communicate with staff.

The management and staff team work satisfactorily to embed ambition and drive improvement in partnership with the local authority. They work together effectively to provide a service which is inclusive for children and their families. However, the promotion of cultural diversity is weakened because there are too few activities planned which promote other faiths and traditions. Staff work successfully with parents and carers and other professionals to ensure all children receive the support they need to make good progress in their learning and development. Good transitional links are in place. For example, children who are going to school the following September, spend considerable time from each January attending the onsite school, becoming familiar with its routines for play and lunchtimes as well as going to their new classroom. A special meeting involving school staff, parents and carers and the setting manager takes place. This supports the sharing of relevant information promoting good integration of care and education for individual children.

Good resources are available to support the children's learning in all areas of the curriculum thereby enriching their overall experiences. There are attractive displays including a visual timetable which children can point to and convey their needs or wishes. Children with special needs and/or disabilities are well supported, with appropriate involvement from other local agencies and professionals. Adults are well qualified, and attend appropriate courses which directly benefit the children. For example, attending training on specific medical conditions that affect children currently at the pre-school.

Since the last inspection, the pre-school has made some improvements to the provision, resources and planning, which allows more opportunities for children to express their own creativity in craft and other activities. This demonstrates the setting's ability to develop and enhance outcomes for children. The satisfactory use of self-evaluation enables staff to have a realistic view of their strengths and weaknesses and plan for future improvement.

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

Staff have a good knowledge of the learning, development, welfare requirements and guidance in the Early Years Foundation Stage. They use an effective range of teaching styles and resources to provide activities and experiences which generally meet children's needs. The level of challenge provided interests and engages most children. Observation and assessments, and their use in planning is good. For example, the setting purchased some dinosaurs as a result of a child's interest and this has helped him to learn to count. The good quality planning identifies and extends children's achievements, ensuring they make consistently good progress towards the early learning goals set for children of that age.

Children have a satisfactory understanding about healthy lifestyles and enjoy being active outside. They adopt health and personal hygiene practices, acting independently to wash their hands before eating and after using the toilet. At snack time, children are encouraged to eat healthily and are aware of how important it is to eat fruit and drink milk. However the setting does not guide parents and carers on what constitutes a suitable packed lunch for their children.

Staff are very attentive of the children's needs, and as a result strong relationships are evident between the staff and the children; this contributes to the children feeling very safe within the setting. The children have a good knowledge of keeping safe. For example they remind adults that they need to take the register so that staff know who is present. Children put on their coats before going out to play because they want to keep warm and dry. Children's behaviour is good and inappropriate behaviour is dealt with positively but firmly. Curiosity is fostered in the pre-school. For example, some pumpkin seeds were brought in by a parent and children grew pumpkins and made lights out of some of the pumpkins. In addition to this, the children wanted to know if they would grow next year by taking the seeds and drying them. To extend children's learning further, the pre-school has plans for the children to plant them to see if another pumpkin will grow in the spring.

Children are able to take responsibility for themselves and others. They cut their own food sometimes with support from staff if needed. During one session they were able to use materials which required cutting independently and safely.

Children are able to use digital cameras which contribute well to the displays of their work, ably supported by the staff. They are encouraged to put away items they have used during the day in the accessible resource equipment boxes. Children can negotiate issues that may arise between themselves, seeking a positive outcome. Children are able to share the resources available, allowing each other to have fun when playing in groups, in pairs or on their own.

Children's records are in place to show that the learning is fostered at the setting, showing the impact of the planned activities on individual children. Regular observations take place and are used as supportive evidence for a child's progress.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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