

North Wraxall Pre-School Playgroup

Inspection report for early years provision

Unique reference number 199393
Inspection date 30/11/2011
Inspector Jan Moutter

Setting address The New Hall, North Wraxall, Chippenham, Wiltshire, SN14
7AJ

Telephone number 01225 891550

Email

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

North Wraxall Pre-school Playgroup has been established since 1969. It is managed by a voluntary committee and is a registered charity. It operates from the village hall, with access to a kitchen, toilets, and an outside play area.

The setting is permitted to care for a maximum of 25 children aged from two to under eight years. There are currently 37 children on roll, including 27 funded three to four-year-olds. It is open from Monday to Thursday from 9.00am to 3.00pm throughout school term times, for a variety of morning and lunch time sessions. The group supports children who have learning special educational needs and/or disabilities and who have English as an additional language.

There are eight members of staff working directly with the children. The supervisor has 11 years experience and has completed her NVQ level 3 in an Early Years qualification. Most staff are qualified or are working towards an early years qualification and two staff are teacher qualified. Regular support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress towards the early learning goals in this safe, friendly and organised pre-school. Staff are motivated and enthusiastic. They know children extremely well and effectively plan activities to suit their individual needs. They support most children's learning well and plan to develop their outside play area. Highly effective partnerships with all parents and good links with outside agencies and other early years settings, ensure continuity in children's care and learning. Self-evaluation processes reflect rigorous monitoring, and actions are carefully targeted to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a system to ensure that all parents have regular opportunities to add to their child's records of achievements
- monitor the child-led activities both inside and out, to ensure sufficient materials are available to enable the children free expression and to consistently cover all six areas of learning including creative play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively in the pre-school by adults who have a thorough knowledge of safeguarding issues, and the procedures to follow in the event of concerns. The staff are committed to updating their knowledge of child protection issues. They have attended training and ensure information is regularly updated. Recruitment procedures are robust and ensure that all adults having access to the children are suitable. Adults complete thorough risk assessments of the pre-school and these ensure the premises are highly safe and secure. Children therefore, move around freely both indoors and out. They play and explore the environment with confidence.

Children have access to a wide range of stimulating equipment that promotes their development in the six areas of learning. Adults create an exciting learning environment daily with various resources set out for children to explore, which they do eagerly. Children confidently choose from a wide range of toys and equipment through self-selection. They request any toys or equipment they feel they need and staff respond. This significantly promotes their independence in initiating their own play and learning. Most resources are well deployed to improve outcomes for children. However, the organisation of resources on offer outside were limited, as were the creative activities inside. This means that the child-led activities both inside and out, do not have sufficient materials available to enable the children free expression, such as painting and recyclable modelling.

Children with special educational needs and/or disabilities and children with English as an additional language have their needs met, through collaborative working with other agencies. They are highly integrated into the pre-school where they make friends and settle well. They make very good progress in their learning and development. Children have access to a wide range of resources and activities that help them learn about the wider world. They share a wide range of family backgrounds within the pre-school. They celebrate the festivals of other countries and cultures, including Thanksgiving Day and experience food, languages and clothes from around the world.

Children benefit from the strong and well established partnership with all parents and have their individual needs fully met. The regular exchange of information regarding children's welfare, as well as their learning, forms a cohesive learning experience tailored to their individual needs. Parents are fully informed of the activities their children engage in. Some contribute to their learning journeys regarding their views on their child's development. Verbal statements confirm they are extremely happy with the progress their children are making in the pre-school. Staff have strong links with the other early years settings and schools to aid children's transition, and with other professionals working with them. This means children have consistent support in the pre-school for their current and future needs. The key persons, through their observations, highlight children who need additional support and seek input from specialist agencies. This ensures every child receives high levels of support at an early stage. Adults evaluate the pre-school extremely effectively; involve the committee and actively action key priorities for

improvements. They seek the views of staff, parents and the children and use feedback to improve outcomes for children. Staff are exceptionally enthusiastic and committed to improving their practice. They attend training and implement new ideas that benefit the outcomes for children. Since the previous inspection, the children have benefitted from the planning of purposeful activities. These have encouraged children to take responsibility and build their self-esteem. The new and improved learning journals record progression in all six areas of learning. The staff have worked hard to address the previous recommendations whole heartedly. This shows their commitment to and vision of making constant improvements to outcomes for children.

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

Children enter the pre-school with confidence and settle well. They demonstrate a strong sense of belonging as they self-register and eagerly explore the activities on offer. Children actively engage in activities and spend long periods engrossed in them, developing high levels of concentration. They enjoy exploring both the inside and outdoor areas. They are confident in explaining to adults the exciting things that they have found. Adults value the children and take their time to listen to what they have to say, especially when doing tabletop activities together. Children talk with confidence in group situations and use a wide range of vocabulary to express themselves. They demonstrate high levels of trust as they share their plans in their personal lives, such as visits they are going on during the weekend.

They demonstrate a love of books. They select them and ask adults to read with them. They sit and concentrate at story time, eagerly predicting the next words and requesting more stories when they are finished. The home corner has been extended as requested by the children, to include a shop. For example, effective use of a poster displaying fruit and vegetables remind children what is healthy to buy when doing their shopping. All these experiences help children develop excellent skills for the future, especially in communication and problem solving.

Children have access to an interesting and stimulating range of adult-led and child-initiated activities. These help them make excellent progress towards the early learning goals. Adults make regular observations of the children at play and provide clear examples of their work. They use these in detail to plan the next steps for each individual child's learning and development. Learning journeys clearly show each child's progress since they started in the pre-school. Children have free access to the outdoor area, but all six areas of learning and development are not fully in place. The pre-school is a busy place where the children share role-play and construction with others. They demonstrate pride in their achievements, sharing their new-found skills with their friends.

Children demonstrate positive attitudes towards fresh air and exercise. They independently go outside to play during the session. They also have planned play with access to an adjacent play park in the grounds. They develop an awareness of the importance of healthy eating through the nutritious snacks they enjoy and help

themselves to water when thirsty. The children take turns to lay the table ready for snack time. Lunch time is a very social occasion too. Children follow good hygiene routines and explain that the reason for hand washing is 'not to get germs in my tummy'. Children demonstrate a strong and secure understanding of how to keep themselves and their peers safe. They demonstrate a well developed awareness of the rules of the pre-school and behave in ways that do not put themselves or their friends at risk from harm. These 'Golden Rules' are clearly displayed at eye level and adults refer to them throughout the session. They engage in activities to further their understanding of safety issues, including carrying out regular fire drills. Adults are excellent role models to the children. This helps them understand right from wrong. Adults are consistent with regard to the methods they use to manage unwanted behaviour. They use strategies tailored to each individual child's needs. Children are therefore, animated and engaged in vibrant and purposeful play and their behaviour is extremely good.

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	1
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	1
The extent to which children develop skills for the future	1

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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