

Woodland's Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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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Description of the setting

Woodland's Pre-School was registered in 2011 and is one of two settings owned by the provider. It operates from a community building in Leicester. The pre-school serves the local and surrounding areas. There is a secure enclosed outdoor play area and children have access to the close by woodlands.

A maximum of 26 children may attend the setting any one time. The setting is open from 8.30am until 4pm each weekday, during term time only. Children can attend a variety of sessions. Currently there are 16 children on roll, all of whom are in the early years age group. The setting is registered on the Early Years Register. It supports children with special educational needs and disabilities and children who speak English as an additional language.

There are three members of staff who work with the children. Of these one holds a National Vocational Qualification (NVQ) at Level 4 and two hold a NVQ at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a calm environment where children are happy and confident. Children enjoy themselves and are helped to achieve. They have access to a range of quality toys and resources which are effectively organised creating a welcoming and stimulating environment. Children and staff respect each other and positive relationships have been established with parents and other professionals to ensure children's individual needs are well-met. Policies and procedures are mostly effective and documentation is well-organised. Staff demonstrate a positive attitude towards continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further procedures to ensure fresh drinking water is available at all times for children to independently access
- ensure staff are aware of the need for confidentiality; this specifically refers to the recording of accidents.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children, and recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have

concerns about a child. They have attended safeguard training to ensure their knowledge is updated and there is a clear written safeguard policy in place which is shared with all parents before their children attend. There is a high ratio of staff to children present and robust vetting procedures ensure that staff are suitable to work with the children. Children are grouped effectively with key workers in small groups. This enables staff to build effective relationships and to get to know individual children well and helps ensure children feel secure and confident with their carers. Space is effectively organised creating a welcoming, stimulating and child-friendly environment which allows children to make independent choices about their play. The staff assess potential risks to children and put procedures and practices in place to minimise these at all times. For example, when the children use the nearby woodlands staff are extra vigilant because of the stream that runs along its edge and constantly remind children of the boundaries to ensure they remain safe at all times.

The provider values the staff, who work well as a team and are committed to raising outcomes for children. They are dedicated to improvement and professional development and regularly attend further training and workshops to update their skills and knowledge. The staff are able to identify the settings strengths, areas for improvement and overall quality of the service provided. They make good use of their evaluations to develop the provision and demonstrate a strong commitment to continuous improvement. Staff are committed to inclusion and all children are welcome at this setting. They provide good role models for children by being calm, polite, consistent and respectful, and children follow their example.

Staff work in close partnership with parents and carers. Relationships are honest, open, friendly and professional. This helps ensure children are settled and secure. Staff operate an 'open door' policy which ensures parents feel included and valued. Parents regularly receive emails, newsletters and the daily diaries and discussions ensure that they are fully informed of their child's activities. The children's individual learning journeys are used as a joint process between the setting and home to ensure that parents are fully informed of their child's progress and development. It is evident from discussions with parents that they are happy with the care and service provided. Several parents commented on how caring and friendly staff are and that their children love to attend the setting. Documentation is well-organised and children's personal details are stored appropriately. However, the procedure for recording accidents does not ensure children's confidentiality is fully maintained.

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

Children enter the setting enthusiastically, behave well and are happy and confident. They benefit from good levels of individual attention from staff and have formed positive relationships. Children are very secure with the staff and have good self-esteem. They enjoy being a 'special helper' and are willing to help lay the table ready for snack. Children have access to a good range of age-appropriate toys and resources to ensure that they remain interested and stimulated. They are

keen to participate in all activities and select tasks independently. The staff have a good understanding of the learning and development requirements and how young children learn and progress. They effectively plan a range of exciting activities ensuring there is a good balance of adult-led and child-initiated activities. The staff have implemented an effective system to monitor and evaluate children's progress towards the early learning goals and act on any findings to ensure children make good progress in their learning and development.

Children respond excitedly to a wide range of creative activities, such as, play dough, collage, cornflour, shaving foam, painting, wet and dried pasta, sand, water and cooking. They concentrate well when making Christmas tree decorations to take home. They meticulously spread glue over shiny pieces of paper and photographs of themselves to stick onto their decorations and precisely sprinkle glitter all over their creations, obviously having lots of fun and enjoying the experience. Children take pleasure in using their imagination during role play and sometimes take on family roles or those of familiar people in the community, such as mummy, daddy and doctors. They enjoy dressing up and pushing the dolls around the setting with their friends and pretending to go to the shops to buy some food. Children regularly participate in music sessions and use musical instruments to tap out the beat to familiar songs. They eagerly join in action songs and confidently sing out loud. They sit with patience and listen to well-known stories and eagerly join in when the staff ask them to predict what is going to happen next. Children are provided with plenty of opportunities to develop their early writing skills and have access to crayons, chalks, pencils, paper and paint on a daily basis. Name cards are used throughout the setting on bags, pegs and registration cards to encourage children to recognise their names. Children are provided with good opportunities to develop their understanding of technology through the use of a laptop and electronic and programmable resources. They are frequently encouraged to count using their fingers and they develop their simple problem solving skills through daily routines, and activities. Children are helped to consider and value each other's differences through a range of toys, resources and planned topics. Their knowledge of the world around them is further extended as they explore the nearby woods where they look for insects, collect leaves and twigs and observe the wildlife.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and staff are trained in administering first aid. Children develop a good understanding of healthy eating and are provided with a variety of nutritious snacks including plenty of fresh fruit and a drink at snack time. However, water is not easily accessible throughout the session to ensure children are able to independently access. Food provided by parents is stored appropriately and mealtimes are relaxed social occasions when children and staff sit together around the table to enjoy their food and each others company. Staff are fully aware of each child's individual dietary needs and ensure these are met. Children are provided with daily opportunities to play outdoors and have access to a variety of toys and resources to help develop their physical skills

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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