

Went Valley Pre School

Inspection report for early years provision

Unique reference number EY306599
Inspection date 08/12/2011
Inspector Hayley Gardiner

Setting address Kirk Smeaton C of E Primary School, Main Street, Kirk
Smeaton, PONTEFRACT, West Yorkshire, WF8 3JY

Telephone number 01977 620497

Email

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.

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
W: 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).

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.

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

Went Valley Pre-school was registered in April 2005. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from a community room within Kirk Smeaton Church of England Primary School, which is situated in a residential area in Kirk Smeaton, West Yorkshire. The pre-school serves the local area and is accessible to all children. There are 33 children on roll and the setting receives funding for the three and four-year-olds. There is an enclosed area available for outdoor play adjoining the main pre-school room, there is a separate entrance for the pre-school children and they have access to the school hall.

The pre-school opens Monday to Friday term time only. Sessions are from 9am until 12noon. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting also operates a breakfast club and an after school club, currently with 30 children on roll. The breakfast club opens at 7.30am until 8.50am and the after school club 3.30pm until 5.30pm, both are term time only.

The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and two at level 4 and above. The setting receives support from the early years consultant based in the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a clean, safe and secure environment, they have access to a range of good resources and the learning environment promotes choices so that children feel happy and content. The children are making good progress in their learning and development, as the staff have a well developed knowledge of child development and good planning systems. The partnerships with the parents are a key strength, which ensures that the needs of the individual child are met. The setting safeguards children well and risk assessments are regularly reviewed, although these do not cover everything a child may come into contact with. The manager reflects on practice well and uses the self-evaluation form to highlight and promote future developments.

What steps need to be taken to improve provision further?

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

- develop further the risk assessments so they cover anything that a child may come into contact with
- plan further opportunities to explore differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues,

which help children to embrace and value differences.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Adults are appropriately vetted ensuring they are safe and suitable to work with children. The setting has systems in place to review risk assessments and minimise the hazards. However, risk assessments do not cover everything a child may come into contact with; for example the telephone wire behind the chair. Children are protected and safe, they move confidently and freely around the provision and they are also further protected with the help of good record keeping including accident, attendance and incident reports.

The environment is well organised and accessible to all children. Children have good opportunities to explore the different areas of play including a large role play area, with dressing up clothes and hats. The children in the out of school club raise money for resources and have made a shopping list with ideas of items they would like to have in the setting. For example, the children have large construction bricks which they utilise in all areas of play, which were purchased following fundraising. The range of resources and activities available allow children to thrive and make good progress in their development.

The staff team as a whole are aware of their strengths and weaknesses. They frequently look for ways to improve the provision for the children. The setting has implemented new planning systems and is working on developing their outdoor provision. The setting has addressed previous actions and recommendations promptly and effectively. For example, they have implemented a new system for recording existing injuries to children, which means that children are safeguarded and well protected.

The setting forms close working relationships with parents and carers. They obtain useful information about each child such as dietary requirements and personal routines ensuring that parent's wishes and children's individual needs are effectively met. The setting and parents share important information about their child's starting points and progress. The children's learning journeys have areas where parents can comment and become involved in their child's learning. Good relationships with other provisions, such as the childminders and the school, are well established and contribute well to supporting children's welfare and learning. For example, the pre-school makes regular contact with the provisions to moderate the assessment process they have in place.

Staff readily adapt activities to ensure that all children can access them. The equal opportunities policy is regularly reviewed and supports the staff and children well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. Children enjoy being in the setting and they are secure in the environment and know the routines. They demonstrate a sense of belonging to the setting and have good relationships with key adults. The children move around the setting freely and safely and follow clear boundaries and rules to ensure they stay safe. Children are taught how to look after themselves and how to use resources safely. For example, they access the scissors regularly and are confident in using them.

Children show good awareness of being healthy and participate in preparing their own snack during the session. Physical play and fresh air is a large part of the daily routine. The breakfast club holds a large physical session before school to get children motivated for the day. Children adopt good personal hygiene routines and understand the importance of washing hands before meals and after using the toilet. The younger children are content and settled because their health, physical and dietary requirements are well met.

Staff move in and out of children's play to support and challenge them. Children have developed their communication skills very well and the staff build up the children's vocabulary to ensure that children know what the new words mean. They are able to express their ideas and comments at story time. The setting as a whole use this time to come together as one group. The children join in with key phrases and staff interact throughout the story time to keep them interested. Staff encourage mathematical language by displaying numbers around the indoor and outdoor areas. The planning system is based around the children's interests and needs so they become active learners and consistently interested and motivated to learn. Children access opportunities to learn about the world we live in and the setting promotes knowledge and understanding by having baking and cooking sessions, role play and play dough activities. The children can access the laptop and a digital camera producing and displaying their own photographs. This means children are developing good skills for the future.

Children behave well in the setting because they have clear rules and clear expectations communicated to them. Children work cooperatively and are happy to play alone, alongside others and with their peers. Children talk about their feelings freely and use 'Joseph' a doll who can go to children's houses for the weekend. This helps children communicate with the setting about their home life and their own experiences. Children celebrate Halloween, Christmas and Chinese New Year. They experience and taste different foods from around the world during cooking and baking sessions. However, there are limited opportunities to explore differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues through activities to help children embrace and value differences.

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
------------------------------------------------------------------	---

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

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

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