

South Wootton Pre School

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

South Wootton Pre School has been operating for over 30 years and re-registered in 2007. It operates from one room in the local village hall situated in South Wootton, Kings Lynn. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 8.30am until 2.30pm on Monday, Tuesday and Friday. On Wednesday and Thursday it is open from 8.30am until 11.30am. Children can attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time, all of whom may be in the early years age range.

The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Policies for the effective running of the pre-school are in place, however, the safeguarding policy has not been followed appropriately to safeguard the welfare of children attending, which is a breach of the welfare requirements. Children settle well in the friendly, family atmosphere of this village pre-school. The children benefit from the very strong partnerships that the staff develop with parents. Effective processes are in place to assess children's starting points and to make sure that children are making progress towards all the early learning goals. Methods to evaluate the setting's strengths and areas for development have been established and improvement priorities have been identified and monitored.

What steps need to be taken to improve provision further?

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

- provide a rich and varied environment to support children's learning and development, giving them confidence to explore and learn in secure and safe yet challenging indoor and outdoor spaces.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded. While staff have a satisfactory awareness of the signs of abuse to help them recognise when a child might be at risk, they do not act promptly to refer concerns about children's welfare to the

local child protection agency. In other respects, children's welfare is promoted because children are safe indoors and outdoors with premises and equipment rigorously risk assessed daily. Children are supervised well at all times. A policy for the safeguarding and welfare of children is in place and all persons having unsupervised access to children are checked to ensure they are suitable and qualified to do so. Partnerships with parents are extremely effective and the support given to all parents, including those with children who require additional support, is strong.

The self-evaluation system sets out and communicates a clear vision for the setting. It identifies priorities for improvement and monitors progress against the actions taken. For example, staff have recently improved their support for children's personal, social and emotional development. Parents are consulted and the staff and committee are fully involved in the improvement agenda. Consequently, outcomes for children continue to improve.

The indoor learning environment does not consistently meet all children's learning needs. There is sometimes insufficient differentiation of resources and equipment to provide challenge for more able children. For example, the resources for boys' role play compared to those for girls are poor. The setting has identified this as an area for continuing development. Inside, adults do not consistently respond to children's emerging learning needs and opportunities to extend their thinking or deepen their engagement are lost. Resources are deployed effectively in the outdoor area there is a good range of equipment to meet the needs of all children. Outside, children are actively immersed in play and learning, staff support the children to understand the natural world, to explore and to investigate and consequently, children's excitement and interest is sustained and deepened.

Adults actively promote equality and diversity and challenge discrimination, this results in all children being valued and treated with equal concern. The manager and the key staff have a very good knowledge of the backgrounds and cultural traditions of all of the children in their care, working in a way that is sensitive to and respects their cultural values. This is an important way in which children and families feel a sense of belonging. Children who are not making progress are identified and supported early on. Professional partners, such as the early years advisor assist to provide assessments for children who need extra support from specialists, such as the speech and language therapist. This narrows the gap between the children who are less able or make slower progress, and the rest.

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

Children use their imaginations well in role play and share resources well, however, children do not always have practitioner support or appropriate resources to progress their learning, which occasionally results in children disengaging with activities. Children enjoy their time in this caring setting where they settle well and benefit from the support of an experienced and well-qualified team of practitioners. There is a very good ratio of staff to children and this means that at lunch time, for example, children have a quality learning experience as they sit

with an adult at a table in a small family grouping. Good quality language development is nurtured and children learn about table etiquette from the very good modelling provided by the adult. Children enjoy books and even outside children are ready to snuggle together for a story. Outside play has promoted children's physical development as they climb, jump, stretch and cycle. They have learnt to cooperate with peers to agree a one-way system for the bikes and tractors and to share or swap resources amicably. Children use hollow wooden blocks to create a long pathway which they travel along in different ways, experimenting and exploring ways of using it. Children use mathematical language to describe its length, saying 'the path is very long'.

Children's health is promoted well because staff take positive steps to keep children healthy. Children learn about the importance of good hygiene and have good opportunities to develop their physical skills. Staff talk to children about the good effects of exercise so they are learning how to keep themselves healthy and to take responsibility for their own health. Children have healthy, nutritious snacks and packed lunches. They are beginning to learn about a healthy diet as staff talk to them about foods which are good for them. Children learn to keep themselves safe in the setting. For example, in the outdoor area, there is a good range of equipment to meet the needs of all children and the staff teach them how to use equipment safely. Although children show that they feel safe, due to staff's lack of prompt action in referring concerns to the appropriate agency, children have a false sense of security.

Children's good behaviour and helpful dispositions make an important contribution to maintaining the happy and caring atmosphere of the setting. Children confidently make decisions and carry out tasks independently, such as pouring their own drinks at snack time or washing their hands before lunch. Children are developing a positive understanding of the wider world as they take part in activities which celebrate the richness of our diverse world. This is enhanced by the contributions that children and parents of different cultural backgrounds bring to life of the pre-school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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	3

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