

Warnham Pre-school

Inspection report for early years provision

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Inspector	Helen Penticost

Setting address	Village Hall, Hollands Way, Warnham, Horsham, West Sussex, RH12 3RH
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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

Warnham Playgroup was registered in 1991. It is a voluntary organisation, which is run by a parent committee. In the year 2005 the name changed to Warnham Pre-School. It operates from the village hall in Warnham and serves the local area. A maximum of 30 children may attend the session at any one time and it is registered on the Early Years Register. The pre-school is open on Mondays and Fridays from 9am until 3pm, Tuesdays from 9am until 1pm and on Wednesdays and Thursdays from 9am until 12 noon. The pre-school operates during term time only.

There are currently 37 children aged from two to under five years on roll. These include three and four-years-olds receiving funding for nursery education. The pre-school makes provision for children with special educational needs and/or disabilities and who speak English as an additional language. The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall in their learning and development. Their individual needs, likes and desires are clearly highlighted and met. They are happy and are supported well by the caring and experienced staff team. The setting undertakes a written self-evaluation as part of their commitment to continuous improvement. They actively seek parental views to assess their levels of satisfaction and opinions on the quality of the provision. The pre-school fosters positive relationships with parents which support each child and promote consistency and cohesion.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information where children attend another early years setting, to help support and extend children's learning and development
- provide children with explanations to increase their understanding of acceptable behaviour

The effectiveness of leadership and management of the early years provision

The setting's clear practices, procedures and policies, which are clearly understood and implemented by the staff team, contribute to the safe and efficient management of the Early Years Foundation Stage. For example, risk assessments are used to identify and minimise potential hazards and the clear safeguarding policy, along with the staff's good understanding of child protection procedures. This results in children being fully protected. All of the required documentation to support children's welfare are in place and are maintained to ensure confidentiality. The well-qualified staff team are committed to improving outcomes for children and they have well-targeted plans for the future of the setting. Recently there have been unavoidable changes in the management and committee and the staff team have worked tirelessly, to ensure that there has not been any adverse effect on the children's care and learning. Policies and procedures are reviewed regularly by the team and committee. Staff are supported well and appraisal systems ensure their on-going professional development. Countless new resources and equipment are now in place, breathing new life into the setting. Resources throughout the setting such as open storage and the good organisation of the learning areas, enables children to make independent choices and initiate their own play.

The setting provides an inclusive environment, where children are valued as individuals. Through activities, outings and discussions, children learn about the diverse world in which they live. The pre-school welcomes all children and is able to support children who are learning English as an additional language and those with special educational needs and/or disabilities through close links with other professionals. However, evidence to support communication links where children attend another early years setting is lacking. Partnerships with parents are a strong element within the setting. They receive comprehensive newsletters and useful information is displayed on the parents' notice board. Their input in completing some parts of their child's learning journal is fully appreciated, and provides a basis for staff to plan for their individual development plan for the future. Parents comment very positively on the setting. They state they are very happy with the service provided and they feel fully informed of all information relating to their child's care and learning.

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

Children enjoy their time at pre-school as staff work hard to create a warm, welcoming and inclusive environment. Staff are extremely caring in their approach with children to create a sense of belonging. Children are warmly greeted and so arrive happily and settle quickly as they self-register and hang up their belongings. They show that they feel safe and secure in the care of the staff as they freely approach staff for a cuddle when they are unhappy, unsure or need support.

Children are developing the skills to be able to share, take turns and cooperate. They work together as they play a self-initiated game of hide and seek, sorting through who is going to hide and who will look for them. Children behave well generally and their achievements are fully encouraged by the staff team. However, they are not consistently given explanations as to why their behaviour may not have been appropriate. They are learning skills for the future as they learn to be independent, make decisions and make progress in their learning and development.

Children are active and purposeful learners. They practise recognising their names when registering at the start of the day and at snack times, and happily access both fiction and non-fiction books from the well-stocked book corner. They enjoy creating and they concentrate for long periods of time to produce hand printing and brush work 'masterpieces'. Children's physical development is given good emphasis and they enjoy their outdoor play as they learn to jump, balance and climb. They are learning to move with coordination and to control their bodies, as they play in the garden outside or manipulate the play dough and use cutters and rollers. They move freely and confidently between the indoor and outdoor environments, making choices from activities and interacting well with both staff and their peers. They develop their independence and self-care skills as they put on their own coats and visit the bathroom.

The setting fully encourages support from visitors to enrich experiences for children. For example, visitors included police officers who with the children, entered into role play scenarios; taking their finger prints and giving them a hand puppet. They thoroughly enjoyed placing the staff and police officers in pretend handcuffs. Children access a wide range of information and communication technology, including child-friendly cameras, a laptop and a compact disc player. Children's health is promoted well. Good hygiene practices are adopted for example, hand washing routines protect children from the possible spread of infections as they use anti-bacterial soap, running water and individual paper towels. Posters in the bathroom and verbal explanations from staff remind them to wash their hands. Information about children's health needs is obtained, so that they can be cared for effectively and the required documentation is in place. There are always a number of staff present with current first aid training to deal with any accidents or injuries appropriately. Children are supported effectively by the staff team as they move freely around the indoor and outdoor environments, ensuring children's safety at all times. They show that they feel safe and secure in the care of the staff as they freely approach staff for a cuddle when they are unhappy, unsure or need support.

Children make good progress towards the early learning goals in relation to their starting points and capabilities. The staff have good systems in place to observe and monitor their progress, as records of development clearly reflect children's achievements and next steps. The individual learning journeys show a good range of recording methods with photographs and comments. In addition to this, staff know children well and plan activities which build on their individual interests. Planning covers all areas of learning and ensures a range of both child-led and adult-led activities take place. Children are acquiring good social skills and a

foundation to prepare them for future learning.

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	3
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	3
The extent to which children develop skills for the future	2

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