

# Waverton Pre-School

Inspection report for early years provision

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**Unique reference number** 304995  
**Inspection date** 25/01/2012  
**Inspector** Trudie Walker

**Setting address** Waverton Primary School, Common Lane, Waverton,  
Chester, CH3 7QT  
**Telephone number** 01244 332579  
**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*.

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## Description of the setting

Waverton Pre-school is run by a voluntary management committee. It was registered in 1999 and operates from the scout hut within the grounds of Waverton Primary School. It is situated in the residential area of Waverton in Cheshire. Children access an enclosed outdoor play area. A maximum of 26 children in the early years age group may attend the setting at any one time, of whom none may be under two years. The setting is open Monday to Friday from 9am to 3pm with the exception of Wednesday, where the setting is open from 9am until 12 noon. The setting only operates during term time.

There are currently 35 children on roll, all of whom are in the early years age group. Of these, 28 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are 11 members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 6 in early years, nine hold a qualification at level 3 in early years and one is currently working towards a qualification at level 3 in early years. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the early years provision requires significant improvement. The registered person is given a notice to improve that sets out actions to be carried out. The manager and her team of staff offer a friendly welcome to all children, their parents and carers. The staff demonstrate a positive attitude to providing an inclusive environment. Some outcomes are satisfactory and children make suitable progress in their learning and development. However, there are significant weaknesses in the implementation of procedures to ensure children are effectively safeguarded. Self-evaluation prioritises some future improvements but lacks sufficient, which has resulted in the provider committing an offence and breaching some of the legal requirements. As such, the capacity to maintain continuous improvement is inadequate.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take necessary steps to safeguard and promote the welfare of children with particular regard to children being supervised at all times (Safeguarding and promoting children's welfare) 25/01/2012
- ensure self-evaluation is rigorous and systematic and review the impact of improvements on children's outcomes in order to meet their individual needs. (Organisation) 25/01/2012

To improve the early years provision the registered person should:

- improve resources and activities to nurture children's respect for their own cultures and beliefs and those of other people.

## **The effectiveness of leadership and management of the early years provision**

Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly, in order to protect children. Recruitment procedures for staff are implemented appropriately. This ensures all staff are checked with regard to their experience, qualifications and suitability to care for children. Risk assessments take place to reduce the chance of accidental injury. Some resources are appropriately deployed to encourage children's independence. However, necessary steps are not always taken to safeguard and promote the welfare of children with particular regard to children being supervised at all times. This is a breach of a legal requirement of the Early Years Foundation Stage framework. Consequently, children's safety is compromised.

Equality and diversity is appropriately promoted throughout the setting. Satisfactory relationships with parents and carers are maintained. Information is shared with them on a daily basis to inform them of the activities their children have enjoyed. Links with other practitioners where children receive care and education in more than one setting are being developed. This has a positive impact on continuity of care. Staff demonstrate a suitable understanding of the benefits of working with other professionals to meet children's individual needs. This is particularly relevant to children with special educational needs and/or disabilities.

The manager is aware of the need to review practice in the setting. However, she does not drive and secure improvement effectively. Significant weaknesses in the provision have not been identified and the implementation of policies is inconsistent. The provider failed to notify Ofsted of any changes to the individuals who are partners or members of its governing body. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. Some of the recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children. However, one has not been effectively addressed, which impacts on staff being suitably deployed. Within the self-evaluation process, the manager welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment. Some areas for improvement have been

identified. However, self-evaluation is not rigorous and systematic. As a result, the provider does not ensure that children's individual needs are met. This is a breach of a legal requirement of the Early Years Foundation Stage framework.

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

Most children are happy and settled within the pre-school environment. They demonstrate good levels of confidence as they select activities, which offer an appropriate level of challenge and interest. Staff have an adequate understanding of the Early Years Foundation Stage. Regular observations of children are undertaken and information about the progress they make towards the early learning goals is used appropriately to inform future plans.

Warm relationships between staff and children are formed and most children behave appropriately. For example, staff and children work collaboratively to construct a dinosaur puzzle and children offer to help set up the tables for snack time. They particularly enjoy participating in group time, stories and songs. Children are developing appropriate problem solving skills as they engage in counting, sorting and matching activities. Various opportunities for children to be creative are planned and offered daily. For example, children enjoy painting at the large easel, or explore the properties of corn flour and water in the builder's tray. Children have satisfactory opportunities to practise their early writing skills. They write with a purpose in the role play area as they prepare and stick prices on the various food packaging. As a result children develop satisfactory skills for the future as they become independent and inquisitive learners. A selection of books is readily available in a suitable space, which children enjoy both independently and with others. Children gain a satisfactory understanding of the wider community through the celebration of some festivals. For example, they learn about Chinese New Year as they taste spring rolls at snack time. However, there are few other resources and activities to nurture children's respect for their own cultures and beliefs and those of other people. This is particularly relevant to children who speak English as an additional language.

Children are beginning to show a satisfactory understanding about healthy lifestyles. The outdoor facilities offer space for children to pursue energetic activities, such as climbing and riding bicycles and scooters. They enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. They follow appropriate routines for their own personal hygiene. A sense of belonging is fostered through consistent routines. Children learn about aspects of their own safety through daily discussion. This includes staff highlighting hazards in the environment, and encouraging children to use equipment safely. However, not all children show an understanding and awareness of safety issues, which poses a significant risk to their own safety. An example of this is where a child exits the premises into the outdoor play area unsupervised.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
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	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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