

Watlington Pre-School

Inspection report for early years provision

Unique reference number

EY433017

Inspection date

02/02/2012

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

Watlington Pre-school opened in 2011 as a re-registration of an existing provision and is run by a voluntary management committee made up of parents whose children attend the pre-school. It operates from a purpose-built mobile building in the grounds of Watlington Primary School in Watlington, Norfolk. The pre-school is open from 8.30am to 3pm five days a week in school term times. All children have access to an enclosed outdoor play area.

A maximum of 20 children may attend the pre-school at any one time and there are currently 35 children on roll who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. The pre-school supports a small number of children with special educational needs and/or disabilities.

The pre-school employs six members of staff; all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where they are encouraged to play an active role in their learning and development. Children enjoy a varied range of activities and experiences which effectively meets their needs and helps them to make good progress. Staff are highly ambitious and work hard to continuously improve in order to enhance outcomes for children. This is supported by very good partnerships, both with parents and in the wider context.

What steps need to be taken to improve provision further?

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

- develop a rich and varied outdoor environment so that it offers challenging experiences to further support children's learning and development
- update the written record for complaints to ensure it is in line with the Statutory Framework for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Clear records demonstrate the effective systems that are in place for recruitment, and induction procedures for new staff ensure they are suitable to work with children. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and they attend training to ensure their knowledge is up-to-date. Clear documentation and detailed record keeping promotes the safety and welfare of the children and underpins the good quality care offered. However, the

complaints record is not completely up-to-date. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Daily checks are carried out and recorded for which all staff are responsible. All these factors contribute to the pre-school staff safeguarding children effectively.

Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement; there is a strong emphasis on raising standards and continually improving the provision, and self-evaluation is good. The manager provides strong and effective leadership; staff are enthusiastic and work very well together as a team to drive and secure improvement. This has a positive effect on children's welfare and learning and consequently outcomes for children are good. The early years provision is well organised and staff are effectively deployed so children are safe and supervised at all times. Comprehensive documentation is in place for the safe running of the setting and underpins the good practice; policies and procedures are implemented effectively by all staff and shared with parents.

Most resources are effectively utilised, however the outdoor area lacks sufficient challenge and interest for children to fully support their learning in a rich environment. Children gain awareness about their own cultures and those of others, and resources are in place that help children learn about the diverse society in which they live. Staff have clear strategies in place to care for children with special educational needs and/or disabilities. They work closely with parents, carers and other agencies to fully support the children's individual needs so that they are included in the life of the setting.

Staff work well in partnership with other early years providers and share information to promote children's learning, development and welfare. In addition, they have a very good relationship with the primary school and the local children's centre. Staff build good working relationships with parents and carers and clearly understand the benefits of working closely with them. Parents are kept well informed about their child's progress and achievements and they have regular opportunities to share what they know about their child. Parents speak highly of the setting and staff, and the supportive and enjoyable environment their children benefit from. Good settling-in procedures that are based around children's individual needs help to support them in the transition between home and the pre-school.

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

Staff have a good knowledge and understanding of how young children learn and this enables them to provide activities and practical experiences to support and extend each child's learning and development. Children's interests and stage of development are taken into careful consideration when planning activities to ensure all areas of learning are effectively promoted. Staff record each child's achievements through a balance of photographs, examples of work, information from parents and others and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and

development.

Children are relaxed and confident in the nurturing care of staff; they are developing good self-esteem because staff are attentive and value their contributions. Children's behaviour is good because staff set clear boundaries and have high expectations for all children. Staff use positive language and actions to reinforce the rules of the pre-school so that children learn to take responsibility for their behaviour. As a result children develop good relationships with one another and work harmoniously together. Children learn about caring for living things as they water the flowers they have planted and feed the pre-school guinea pigs.

Children count with confidence and demonstrate good problem solving skills as they persevere in working out how to open an umbrella and excitedly announce 'Look I made it stay up'. They use colour and shape names in their play and learn about capacity as they pour water from large pots into small pots. All children enjoy looking at books, alone or together, and enthusiastically participate in well-read stories which capture their imagination. Children have opportunities to write for purpose; some write their name on their work and younger children confidently make a mark to indicate own name. They record information as they take down orders on a notepad for food in the Chinese takeaway. Children enjoy using the cameras to take pictures of their work or each other and these photographs are displayed for everyone to enjoy. These simple activities lay firm foundations for children's future learning.

Children enjoy healthy snacks which are offered on a 'rolling' basis so that they can choose when they want to eat and this allows them to continue their chosen activities. Clear information is gathered about children's dietary requirements and they have independent access to drinks throughout the day. Staff provide opportunities for children to participate in energetic play in the outdoor area where they balance on logs, ride on hobby-horses and enjoy running around in the fresh air. Staff establish a supportive atmosphere where children feel secure and they begin to develop a sense of how to stay safe within the setting. For example, they practise the fire drill so that they know how to evacuate the premises in an emergency. Children also learn to keep themselves safe when away from the setting. For example, they wear high visibility jackets when on outings to ensure they can be clearly seen.

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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