

Widewell Royal Navy Preschool

Inspection report for early years provision

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Inspector Sarah Wignall

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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*.

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.

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Description of the setting

Widewell Royal Naval Preschool is run by the Royal Naval Pre-School Learning Organisation. It opened in 2004 and operates from a married quarter on a service estate on the outskirts on Plymouth in Devon. A garden is used for outdoor play activities. The pre-school is open on Monday to Thursday from 9am until 3pm and on Friday from 9am until 12 noon during term time. A maximum of 12 children aged from birth to eight years may attend the pre-school at any one time; of these, all 12 may be in the early years age group.

There are currently 16 children attending who are within the early years age range. The pre-school gets funding for the provision of free early education to children aged two, three and four years. It currently supports children with special educational needs and/or disabilities. The pre-school is also registered to provide care for children aged over five years to 11 years. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four members of staff, three of whom hold appropriate early years qualifications at level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this warm and welcoming group. Staff have a good awareness of their individual needs so that these are well met and plan activities that interest and engage them. Safeguarding and children's feeling safe receive high priority. Staff provide a generally enabling indoor environment and children have some opportunities to play outdoors. Staff regularly evaluate all aspects of the provision and demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities in the garden area to enable children to freely explore, use their senses and be physically active and exuberant across all areas of learning
- plan an environment that is rich in signs, symbols, notices, words, rhymes and books that take account of children's different interests and understanding.

The effectiveness of leadership and management of the early years provision

Staff provide children with a very safe and secure indoor and outdoor environment. Meticulous, risk assessments and daily checks are used to assess the suitability of the environment and equipment used. Staff have an exemplary awareness of safeguarding and are very well supported in this by the Royal Naval Pre-school Learning Organisation. Comprehensive procedures are in place to protect children's welfare. Robust recruitment and induction procedures are used to check that suitable persons care for children. Children demonstrate a very good understanding of safety in the setting, using equipment and resources sensibly. They learn about fire safety through regular, evacuation drills. Staff work well as a team with clearly defined roles and responsibilities and, as a consequence, sessions run smoothly.

Children are cared for in one main room on the ground floor of the premises. Staff organise this area well, providing a generally enabling environment and encouraging self-selection. Children have access to a varied range of resources that is generally good, fit for purpose and supports children's learning and development well. Most resources are accessible; however, the range of books freely available is limited and there is a lack of labelling in the room. Staff supervise children well and offer good levels of support and interaction as they play. Recent changes to the outdoor area have made this more accessible to children. However, while children benefit from some opportunities to play outside, this area is not fully used to support learning across the curriculum. Daily sessions provide a good balance of free play and structured activities. Staff use children's interests to inform their planning. For example, when children show an interest in role play, staff extend this by encouraging them to write menus to use in their game.

Staff promote inclusion, equality and diversity well and children with additional needs are well supported. Strong links with parents and professionals support children to make good progress in their learning and development. Children learn about diversity through practical activities and use of resources. Partnerships with parents are highly positive and relationships are well established, ensuring each child's needs are met. Parents receive good levels of information about children's routines and have regular opportunities to look at and contribute to their development records. Parents provide positive feedback at inspection. Good partnerships with local primary schools and other agencies ensure that relevant information is shared, helping to promote continuity of care.

The members of the small team of staff work well together and benefit from support provided by the Royal Naval area coordinator. They are encouraged to develop their professional skills through ongoing training and regular appraisals. They use detailed self-evaluation to reflect on all aspects of the setting, including feedback gained from parents' questionnaires. The recommendations given at the last inspection have been well met and staff are committed to continual improvement and development.

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

Children are happy, settled and confident and show good levels of self-esteem. They have established positive relationships with adults and their peers. They take initiative, working well independently, as well as collaborating and cooperating with their friends. For example, they help each other with practical tasks. Older children help younger ones to fasten their coats or complete a jigsaw puzzle. Children are becoming independent in the pre-school and meet their own personal needs, for example, as they wash and wipe hands before snack. They develop good levels of concentration as they sit for long periods to complete a task. For example, they mould and shape dough or play cafes in the role play area for extended periods of time.

Children are confident communicators, readily volunteering information at circle time. Staff make good use of soft toys to help children recognise when it is their turn to speak and to develop their listening skills. Children confidently talk about things they have done during their holidays and staff encourage this by asking open-ended questions. Mealtimes are social occasions and children thoroughly enjoy sitting together to eat and chat. Good use is made of these daily routines to promote children's knowledge of number and counting. For example, children take 'four' pieces of fruit or 'two' more. Children work well together to complete puzzles and shape sorting games, increasing their awareness of shape and size. They enjoy listening to stories in small and large groups and develop early writing skills as they draw and 'write' menus for their game.

Children show a good awareness of healthy lifestyles. They recognise their physical needs as they ask for drinks when they are thirsty or inform staff that they are hot. They learn to dress appropriately for the weather, putting on coats and boots before going outdoors. They enjoy some opportunities to play outdoors where they benefit from fresh air and exercise. They use tools safely and sensibly, for example, when using scissors to cut and trim dough. Children behave well and respond promptly to gentle reminders from staff. For example, they are reminded to be careful when breaking ice outdoors.

Children's individual learning and development are well supported. Regular observations and assessments are used to track progress and identify relevant next steps in learning. Well presented and detailed learning journeys contain photographs and samples of children's work and are regularly shared with parents. Children play well both independently and with others and are happy and active learners. These skills equip them well 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	1
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	1
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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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