

Worlingham Pre-School

Inspection report for early years provision

Unique reference number	EY432335
Inspection date	28/02/2012
Inspector	Glenda Field

Setting address	Worlingham Middle School, Garden Lane, Worlingham, BECCLES, Suffolk, NR34 7SB
Telephone number	01502470279
Email	worlinghampreschool@hotmail.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Worlingham Pre-School was established in 1977 and registered again when it moved to temporary premises in 2011. It is a registered charity and is run by a voluntary management committee made up of parents of some of the children who attend the setting. It operates from three rooms within Worlingham Middle School in the village of Worlingham, Suffolk. All children share access to an enclosed outdoor play area.

The pre-school is open each weekday from 8.55am until 11.55am and from 12.05pm until 3.05pm, during school term times only. A lunch club is also offered from 12.30pm until 1.15pm. Children can attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 30 children in the early years age range may attend at any one time. There are currently 57 children on roll. The pre-school supports children with special educational needs and/or disabilities and also provides funded early education for three- and four-year-olds.

There are eight members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The pre-school is part of the local authority quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a safe environment where children's welfare is effectively supported. Good procedures followed by staff ensure children are safeguarded effectively. Children make good progress in their learning and development and enjoy their time at the setting. A positive approach to inclusion ensures children's individual needs are identified and taken into account. Systems are in place to continually review practice, and the setting demonstrates a positive attitude towards sustained and continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the daily risk assessment checklist is consistently signed by the person completing the check
- enable staff to access further relevant training opportunities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because there are robust systems in place to ensure staff are suitable to work with children. All staff working directly with the children are vetted, and records which demonstrate their suitability are maintained.

Staff have a secure knowledge and understanding of the setting's safeguarding policy, which is in line with the Local Safeguarding Children Board. Detailed risk assessments are in place for the premises and for outings, and daily checks are conducted to minimise risks to children and to ensure the premises are safe. However, the daily checklist is not consistently signed to acknowledge its completion.

A consistent, well-established staff team, together with a key person system, ensure continuity of care and support for children. Staff make excellent use of space in the three rooms available for their use to provide areas for focused, quiet and active play, ensuring children have room to move freely between activities. Documentation and information contained in children's records is well maintained. Children benefit from staff having extremely strong relationships with parents, who receive comprehensive information about the setting when their child starts and are appropriately involved in settling their child. They receive termly newsletters and have opportunities to talk to staff, both informally and in a more structured way at parent evenings, which are held on a regular basis. Very effective procedures ensure parents are appropriately informed of their children's development and progress. They are able to view their child's development records and have opportunities to record their comments. Sound strategies, such as visits to the local primary school and visits from the teacher, mean that the children are well prepared for their move to school.

Inclusive practice is promoted because staff have a good knowledge of each child and as a result their individual welfare needs are well met. Good partnerships have been formed with external agencies to ensure children with special educational needs and/or disabilities benefit from further support as required. Children have opportunities to develop their understanding of diversity when they play with resources that reflect positive images of people within society and take trips out into the local community. As a result, they are learning to respect and value others. The pre-school shows a sound capacity to improve, and plans are in progress to carry out areas for improvement, for example, for staff to attend relevant courses, which they have identified as part of their self-evaluation process. This will enhance the quality of learning for the children.

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

Staff have a good understanding of the Early Years Foundation Stage, and therefore children's progress towards the early learning goals is well supported. An excellent range of resources and equipment are available for children to choose from. Staff plan flexibly and set out a basic selection of activities at each session which cover the six areas of learning. Children can then freely access additional equipment that they would like to play with. This gives children real independence because activities are presented very well, and the array of supporting props mean that the children are fully challenged and actively encouraged to explore and experiment at all times. This, coupled with low-level visual displays and images, means that the environment is rich and stimulating to develop children's interest and curiosity.

Staff know the children's starting points, measure their progress against the Early Years Foundation Stage and identify their next steps in learning. These are appropriately recorded as observations in children's individual Learning Journeys. Staff are therefore able to accurately assess the progress which children are making. Children play cooperatively, share resources and talk confidently about what they are doing. Staff question and guide children in their activities, while allowing them to play and learn at their own pace. Their independence skills are encouraged as they access the toilet facilities and wash their own hands. Children are developing sound literacy skills. They choose books to look at and carefully turn the pages, looking at the pictures. They learn that print carries meaning and have many opportunities to make mark on paper and to independently access tools for writing. Most children recognise their own name in print and some are able to write their name on completed craft items. Mathematical language is encouraged and children are helped to recognise capacity through water and sand play. They understand measurement when they take part in cooking activities, calculating how many spoonfuls of ingredients they will need.

Careful regard is given to children learning about the world around them. They have good opportunities to participate in activities, such as a wedding ceremony when they dressed up in clothes of their choice. They take walks into the local community to buy items at the village shop or to take a ride on a bus to a nearby town. They learn about caring for their pets through visits to the setting by local vets. Children learn about other cultures through available resources, such as small world characters and dressing-up clothes. Chinese New Year was celebrated by children cooking and eating noodles, some attempting to do this with chopsticks. Children use tools with dexterity when they roll out the play dough with a rolling pin and use scissors and cutters to make shapes. Children delight in dressing up as different characters and play with purpose in the role play kitchen, preparing meals with the play food items.

Children are encouraged to adopt healthy lifestyles in which healthy eating and exercise are encouraged. They have a healthy snack, such as a variety of fresh fruit, and a choice of milk or water to drink. They have direct access to an enclosed play area and also benefit from physical play and outdoor exercise when they play on the enclosed hard court area on the school playing field. Appropriate hygiene procedures are practised by staff to help protect children from infection. Children have a positive attitude to hygiene routines and talk about washing their hands before they sit down for snack. The children develop a good awareness of staying safe. They learn about safety when moving about the building and know where it is safe to run. They also take part in fire drills and learn about road safety through visits from police officers. Children are very aware of how to keep themselves safe in an emergency and can confidently explain the evacuation procedure.

Children are learning to manage their own behaviour. They are encouraged to listen to staff and show some understanding of the boundaries of the setting. The children have positive relationships with the staff and are developing some good relationships with their peers. When the children talk about their families and what is happening at home, they are listened to by staff, which boosts their self-esteem.

Staff are very good at praising the children and use a wide variety of appropriate methods to support their understanding of right and wrong.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

