

Woolwell Under Fives Community Pre School

Inspection report for early years provision

Unique reference number	EY432382
Inspection date	27/02/2012
Inspector	Sarah Wignall

Setting address	Bickleigh Down C of E Primary School, Woolwell Road, PLYMOUTH, PL6 7JW
Telephone number	01752 205 451
Email	admin@bickleighdown.devon.sch.uk
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.

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

Woolwell Under Fives Community Pre-School has been operational for several years but registered in its current premises in 2011. It is run by the trustees of Woolwell Under Fives. It operates from a designated unit in the grounds of Bickleigh Down Primary School in the Devon district of South Hams. A secure area is used for outdoor play activities. The pre-school is open each weekday from 7.30am until 6pm during term time only. Holiday care is available on demand. A maximum of 30 children aged from two to eight years may attend the setting at any one time, of whom not more than 30 may be in the early years age group. There are currently 36 children attending who are in the early years age group. The pre-school receives funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, six of whom hold appropriate early years qualifications to level 3 or above. The manager holds a level 6 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and make sound progress in their learning and development. Staff have a suitable awareness of their individual needs and provide activities that interest them. However observation and assessment systems to plan for children's individual progress are not fully effective. Partnerships with parents are generally positive although they do not discuss and contribute to their children's learning and development records. Staff have yet to develop strong partnerships with all other settings that children attend. Most policies and procedures are in place although there is no written complaints procedure. Systems for self- evaluation are still in their infancy but staff demonstrate a sound capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide a written procedure for dealing with concerns and complaints from parents (Safeguarding and promoting children's welfare)
- 27/03/2012

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

- develop systems to obtain a regular to-way flow of information with other early years providers to ensure consistency in the support of children's learning
- develop systems to enable parents to review their children's progress regularly and contribute to their child's learning and development record
- develop further assessment systems in order to match the observations of children to the expectations of the early learning goals and to identify learning priorities for each child
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Clear safeguarding policies and procedures are in place and made available to parents. Staff demonstrate a suitable awareness of action to take if concerned about children in their care. They use appropriate risk assessments and daily checks to assess the suitability of the environment. Most policies and procedures are in place. However, while staff keep a record of complaints there is no written complaints procedure in place. This is a breach of requirement. Well-established procedures help to make sure that children arrive and are collected safely from the pre-school. Regular fire drills help children and adults become aware of the action to take in the event of a fire.

Children are cared for in one large room which is suitably organised. Staff make appropriate use of room dividers to provide younger children with a quiet area to play. Children have easy access to a varied range of age-appropriate resources. Staff rotate toys to provide variety and interest. Children enjoy opportunities to play outdoors in the fresh air each day. For example they develop strong physical skills as they ride on bikes and run and jump outdoors. Daily routines are organised appropriately and provide children with opportunities to make choices and self-select resources. Staff generally work well as a team and have an appropriate awareness of their roles and responsibilities. For example they sit at activity tables to support children as they play. They promote equality and diversity satisfactorily. Where children speak English as an additional language, the staff seek adequate information to support their needs. They work well with parents and professionals when supporting children with special needs.

Partnerships with parents are sound and parents provide positive feedback at inspection. They have access to information about the pre-school through notices and newsletters. The pre-school operates an open door policy and parents are able to discuss issues with staff. However, opportunities to discuss and contribute to children's development records are not yet fully in place. Effective links with the local primary school help children in the transition process. However, links with other providers of the Early Years Foundation Stage are not fully established. Staff have begun to evaluate their practice and review operational procedures but systems are still in their infancy. However, they are eager to develop the pre-

school and outcomes for children.

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

Children enjoy playing with their friends and are happy and settled. They play well both independently and with others. For example, they take turns to use glow sticks when playing in the tent. They form positive relationships with staff and readily visit activity tables when encouraged to do so. They learn to share and take turns as they patiently wait to play a game. They develop appropriate levels of concentration as they use tools to shape and mould dough or paint pictures. Staff have a sound awareness of children's individual needs and provide suitable levels of support as they play and learn. They have started to use observations and assessments to guide their planning. However, they do not yet use these systems to identify appropriate next steps for all children in the setting.

Some children learn about numbers and counting as they count the number of shapes in a game or complete puzzles. They begin to learn that print carries meaning as they visit labelled trays or look at books. Children develop pre-writing skills as they make marks with paint, crayons and pencils. They develop relevant physical skills as they handle small items. For example, when they pour drinks or select small pieces of fruit to eat. Children use their imagination as they dress up or play in dens. They enjoy role-play as they confidently 'iron' items or set the table for tea.

Children develop confidence as they talk to staff and to each other. They begin to make their needs known saying 'Can I have a turn?' when waiting to join a game. They develop a good understanding of healthy lifestyles. They independently visit the bathroom and follow good hygiene routines. Snack times are offered in a caf style and children are encouraged to visit when they are hungry. Staff promote healthy eating by offering a wide range of healthy snacks. Children are encouraged to eat well from their packed lunch and drinks are readily available when they are thirsty. They engage in a wide range of physical activities both indoors and out, increasing their understanding of the importance of exercise. Children feel safe in the setting and demonstrate a strong sense of security and belonging as they confidently choose whether to play indoors or out. They use equipment safely and respond well to reminders to be careful when playing near others. They begin to learn about technology as they use telephones in their game and regularly use a computer. They show an interest in their surroundings as they ask questions about the new planting area that is being developed. They are familiar with the daily routines and respond well to the consistent approach of staff. Overall, they develop a positive attitude which supports their 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 27/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints) 27/03/2012