

Woodpecker Pre-School

Inspection report for early years provision

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Inspection date	24/02/2012
Inspector	Jameel Hassan

Setting address	Finstock C of E Primary School, 7 School Road, Finstock, Chipping Norton, Oxfordshire, OX7 3BN
Telephone number	01993 869 046
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*.

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

Woodpecker Pre-school opened in 1969. It is located in the rural village of Finstock. The pre-school serves the local area and surrounding villages. The group is based in its own rooms within Finstock Church of England Primary School and is open each weekday during term times from 8.45am to 12noon. On Wednesdays children may stay to the lunch club in preparation for their move into the main school. There is an enclosed outdoor play area attached to the pre-school rooms. Woodpecker Pre-school is registered to care for a maximum of 24 children and there are currently fourteen children in the early years age range on roll who attend for varying sessions throughout the week. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It employs three members of staff who hold early years qualifications at levels 2, 3 and 6. The pre-school supports children with special educational needs and/or disabilities and receives support from a local authority Early Years Foundation Stage consultant. The Pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a vibrant pre-school where children are welcomed and supported effectively in their learning. Their welfare is well promoted and the children have a good understanding of how to keep themselves clean, healthy and safe. Since the last inspection, staff have worked successfully to make changes to aspects of the pre-school, particularly ensuring there are appropriate resources and activities which reflect the cultural diversity of the United Kingdom. Self-evaluation is strong, although planning of activities sometimes lacks sufficient detail. The manager and staff demonstrate good capacity to improve and maintain excellent partnerships with parents and carers.

What steps need to be taken to improve provision further?

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

- improve the weekly planning so that it reflects all children's interests to improve outcomes for all
- plan and provide additional opportunities for children to develop independence and responsibility

The effectiveness of leadership and management of the early years provision

Safeguarding is good. Staff have good knowledge and information to enable them to protect children, should they be concerned about their welfare. Children's safety is protected by sensible and robust procedures. Rigorous risk assessments are carried out to ensure that the resources are safe and deployed effectively, both indoors and outside. Careful checks are carried out to assess the suitability of staff working with the children. The drive for improvement is embedded well under the manager's good leadership. Staff work well together, sharing responsibilities for the smooth running of the sessions. They all contribute to the planning of activities and the pre-school's on-going self-evaluation. Adults are well qualified and attend appropriate courses which benefit the children. For example, as a result of training, they have introduced a visual communication system and strategies for teaching children letters and the sounds they make. These initiatives have improved children's language development and have provided good support for those with special educational needs and/or disabilities. Since the last inspection, the pre-school has made good improvements to the way adults plan activities which are challenging and this has enhanced children's learning. The pre-school is committed to equality, diversity and inclusive practice. For example, resources have been purchased to support children's understanding of the diverse society in which we live, such as multi-cultural books, toys and the celebration of different religious festivals throughout the year. Staff learn about children's interests from parents and carers, and incorporate activities into their planning. However, they do not always succeed in reflecting the interests of all children. Children with special educational needs and/or disabilities are well supported within the setting, having their own individual education plans and outside support from agencies and professionals. The use of self-evaluation enables staff to have a realistic view of strengths in order to build on these. Plans for the future are well targeted to improve outcomes for children and the pre-school's action plan is regularly reviewed. Parents, carers and children's key workers form excellent relationships. At the beginning of the day, parents help their children to settle and support their imaginative play before they leave. Parents feel very well informed about their children's well-being and progress. They are aware that the pre-school aims to plan activities based on their child's interests and this is evident when they attend the meetings where their child's progress is discussed. Parents and carers are encouraged to be involved in their children's learning and are given excellent guidance by the staff. For example, through a newsletter they are given ideas about how to enhance what the children learn and extend it at home, such as cookery tips or recipes. Parents and carers are used extensively to enhance the provision, for example by helping the children learn on a daily basis. These parents are supported well through an induction programme to ensure children's needs are met. Children's progress is recorded in individual 'learning journeys' which are shared with the on-site school, along with other detailed information, as part of the good transitional arrangements in place.

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

Children make good progress across all areas of learning and, in most cases, their individual interests are reflected in the planning of each day's activities. For example, some children enjoy playing with trains, so the pre-school has purchased some train sets and children discuss, with the staff, how different they are. Their language is enhanced using such words as 'long', 'circular' and by identifying different colours. Staff and children have discussions about sounds and songs to help them understand rhyming words. Children's understanding of mathematical language is also enhanced by using vocabulary such as 'large', 'small' and 'wide'. There are many opportunities for counting objects, such as train wheels, and children's knowledge of numbers is supported well by displays around the pre-school.

Children have a good understanding about what makes a healthy lifestyle. They enjoy being outside running around and fixing the cars and tractors. They also have opportunities to play actively inside, performing parachute games such as 'shark' and 'cat and mouse.' They engage in good health and personal hygiene practices, acting independently to wash their hands before drinking either milk, sugar-free squash or water and eating a healthy snack of fruit and breadsticks.

Children take responsibility for themselves and others, although opportunities to extend their independence are limited. Each morning children self-register and match their name with their portrait. Children help staff tidy the equipment away and sweep the floor after snack and at the end of a session. During the sessions they are able to use materials such as play dough, and tools, such as scissors and pliers, which are stored in easily accessible resource boxes, available at any time.

Strong relationships are evident between staff and children. Children show a strong sense of security as they confidently approach staff for support and care. They demonstrate a good understanding of how to keep themselves safe. For example, they put on their coats and wellington boots if cold and wet outside and tell each other to be careful on the mud. Inside, during their parachute games they are aware of taking off their shoes and socks so they do not slip on the hall floor. One child mentioned that she listened to instructions so she can keep safe.

Children acquire a good understanding of the outside world through using a range of software and toys. They use computers independently and are able to access appropriate software, manipulating the mouse confidently and following instructions. 'I know what to do,' said one child.

There are good arrangements to support children's transition to school. Parents and carers visit the children's next school along with staff from the pre-school. Pre-school staff meet regularly with those from the local schools to discuss the children's individual needs and progress in the term before they move on. Overall,

children behave well and staff are consistent and positive in their behaviour management as children show respect to themselves, their friends, staff and visitors.

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	1

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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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