

Whitewell Bottom Pre-School Group

Inspection report for early years provision

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Inspector	Janet Singleton
Setting address	Community Centre, Whitewell Bottom, Rossendale, Lancashire, BB4 9LB
Telephone number	01706 220805
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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.

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

Whitewell Bottom Pre-School Group has been registered since 1992. It operates from the Whitewell Bottom Community Centre situated in the area of Whitewell Bottom in Lancashire. The group is run by a voluntary management committee. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times with sessions from 9am until 3pm. Children are able to attend for a variety of sessions. A maximum of 25 children may attend the pre-school at any one time. There are currently 21 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at Level 3 or above. The deputy holds Early Years Professional Status. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have a very good understanding of the Early Years Foundation Stage to support children in making good progress towards the early learning goals. The learning environment is inclusive and positively promotes diversity, good behaviour and independence. It is safe, well planned with good resources within easy reach of all children. Documentation to support the efficient and safe management of the setting is in place. Safeguarding is outstanding and ensures children feel safe in the setting. Outstanding partnership with parents and outstanding partnership with others means that high quality, meaningful information is shared. The good systems for evaluating the quality of the provision and the management team's drive and ambition contribute significantly to improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure that the sensitive support provided is appropriate when children are engaged in a child-initiated activity to ensure their learning process is not changed or disrupted
- update policies to reflect the correct number for contacting the regulatory body, Ofsted.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are outstanding. All adults have a comprehensive awareness of safeguarding issues. They are confident of and understand when and how to implement the comprehensive supporting procedures. All staff have been vetted through robust recruitment and selection procedures to ensure that they have the right skills, qualifications and abilities to promote children's welfare and learning with success. Through outstanding partnerships with other agencies, especially child protection and the health services, concerns are prioritised and dealt with effectively. Partnership with parents and carers are outstanding as they are fully involved in the assessment procedures of their child, links are made with home to ensure that work is carried out with them, for example, the activity sheet and the lending library. Through effective questionnaires they contribute to the evaluation of the setting and ideas are used to change practice. They are well informed of their child progress and through newsletters and information boards keep them up to date with what is taking place in the setting. In discussion with parents, their comments include the excellent support from the keyworker, the progress their children make and the strong levels of engagement they have with the setting regarding their children.

The setting has in place mostly robust policies and procedures to support children's learning and development while at the setting. These are regularly updated and include comprehensive risk assessment for all aspects of the service. However, the complaints policy has the incorrect telephone number for contacting the regulatory body, Ofsted. The practitioners have comprehensive systems for ensuring that all children, including those who may have additional needs, have their individual needs met. This includes contacting the appropriate support services and their families being involved throughout the whole process. The effective organisation of the setting enables children to make good choices from the wide range of good quality resources promoting their independence. The practitioners have a good understanding of the Early Years Foundation Stage to promote children's learning and development with success considering their starting points. Through effective planning and the good observations, children's needs are identified and planned for to continue their good progress towards the early learning goals. Those in charge have a clear and achievable plan for improvement through the completion of the early years self-evaluation form. Practitioners are realistic and constantly challenge themselves to improve the service they provide. The practitioner's commitment and enthusiasm to improve the service shines through as they explain how they have changed some areas of continuous provision to assist in children making better use of these areas. These are completed with the involvement of the children in deciding how they want the setting to be planned.

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

Practitioners have a good knowledge of the Early Years Foundation Stage, which they use to plan a stimulating educational programme. The key worker is responsible for the observations and assessments on children, as they use their skills to watch and record their development to promote their learning. This beneficial information is used to identify their progress against the six areas of learning and is used to guide planning to provide appropriate challenges for all children. The observation and planning are colour coded to ensure children's identified needs are met. The stimulating learning environment for all children ensures that they are happy and fully engaged in their play.

Although, practitioners sensitively support children and encourage them in their learning and development, on occasions they have, through discussion with the child, directed the children's play unintentionally, for example, in creative activities and during free play. This has resulted in children changing their play or art work to a finished result that may not have been what they intended to do and may disrupt their learning process. Children access all areas of continuous provision as they make decisions regarding what they wish to play with, moving freely from the water play to the creative area. They take part in a good balance of adult-led and child-initiated activities, for example, construction, role play and the mark-making area. They delight in dressing-up proudly, showing off their outfits with confidence as they act out the fairy-tale characters. They enjoy stories, listening and paying attention to the story line, joining in and anticipating what happens next as they repeat the more familiar phrases. They point to words in the book as they learn that print carries meaning. Children make educated guesses at what the word may say as their reading skills develop. Some children write their name, spell it out phonetically and compare those that sound and look the same, for example, the j and a in the names of other children as they develop their early reading and writing skills.

Children are excited at building the log pile for the creatures and mini bugs. They gather the logs, transport them to where they feel the best position is for building the log pile. They ensure that the creatures have a bedroom as they put one of the logs higher up into the bushes, explaining that they need to sleep. They talk about their work and make decisions, being actively involved, very interested and motivated, using their use language skills to negotiate and arrange their play. Children delight in using the outdoor play area as they access the lovely sensory, soft play area with balancing logs, music area, sand, water and chalk board. They enjoy the larger area where they run freely, riding wheeled toys and climb expelling their energy and developing their muscles. They ride wheeled toys and negotiate pathways, developing their spatial awareness as they do not bump into each other. They practise mark making on the chalk board, creating their own pictures and using their imagination. They sing with enthusiasm and confidence at circle time. They concentrate and practise their computer skills as they move the arrows on the keyboard and learn to use the programme.

Children behave well and are praised and rewarded with sticker and certificates to

promote their good behaviour. They are able to attend to their own personal needs in the bathroom and manage their own clothing when playing outside. Through observing good hygiene practices with staff and taking part in planned topics to develop their understanding, they learn about their bodies and how to make healthy choices. At snack time, they enjoy fresh fruit and milk or water to drink, pouring their own drinks developing their physical skill and independence. Overall, children play and learn in environment that develops good attitudes to learning and encourages them to become active learners.

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	1
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	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