

# Waltham Pre-School

Inspection report for early years provision

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**Unique reference number** EY252285  
**Inspection date** 30/03/2012  
**Inspector** Beverly A Kemp-Russell

**Setting address** Leas Infant School, Manor Drive, Waltham, GRIMSBY,  
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**Telephone number** 01472 822967

**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

Waltham Pre-School is privately owned and was registered in 2001. It operates from a self-contained unit within the grounds of Waltham Leas Primary School, Waltham, North East Lincolnshire. The setting serves the local community and surrounding areas. There is a fully enclosed area available for outdoor play.

The setting opens five days a week all year round. The pre-school runs term time only and a holiday club runs during school holidays. Sessions are from 8am until 6pm hours for children aged from two to eight years. Children are able to attend for a variety of sessions. The numbers and ages of the children attending are consistent with the staffing arrangements and the space available to meet the children's needs. The setting is registered to care for no more than 82 children at any one time. There are currently 142 children on roll, who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 20 members of child care staff. Of these, 17 hold appropriate early years qualifications. Two staff members hold a Foundation degree in early years and three staff hold a BA honours in Early Childhood and Education. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting demonstrates an excellent understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Children are at the heart of all that happens at the setting. Their sense of belonging is expertly fostered through the extremely warm, welcoming, inspiring and well-planned environment. They are provided with an excellent range of exciting experiences which enrich their overall development. Children's individual learning needs are met superbly, through highly innovative planning, rigorous assessments and the setting working in partnership with parents, school and others offering the Early Years Foundation Stage. The owners have a very clear sense of direction and give utmost priority to self-evaluation, continuous improvement and opportunities for training and development.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further, robust systems for monitoring and evaluating the early years provision in order to maintain continuous improvement with particular

regard to adult-led activities and systems for encouraging all parents to be actively involved in their children's learning.

## **The effectiveness of leadership and management of the early years provision**

High regard is given to safeguarding children and promoting their welfare. Robust systems are in place to ensure the suitability of staff, including, appropriate vetting checks, induction programmes and ongoing systems of supervision and appraisal. Staff attend relevant training regarding safeguarding children and protecting them from harm, ensuring they are able to take prompt action if they have any concerns about children's welfare. All required documentation is in place, which is used appropriately and shared with parents. A broad range of policies and procedures are in place that are implemented successfully by staff and shared with all parents when their children begin. Methods of promoting safety for children and all users of the centre are well established. Robust security systems are in place and risk assessments relating to the setting, outings and any changes that take place are conducted by staff and the premises officer. Promoting equality and diversity is embedded in staff practice. For example, inclusion of children who have identified special educational needs and/or disabilities is extremely effective. This is due to the professionalism of the highly trained staff and flexible organisation of resources. In addition, the educational programmes support children's learning about diversity in meaningful ways. Resources are deployed effectively as excellent use is made of time and space ensuring children have access to activities that promote all areas of learning while being supported well by staff. In addition, operational procedures are implemented successfully. For example, staff have adequate time to complete their assessments of children's progress and join together for planning and evaluation meetings. The key person system is well established; as a result children benefit from being cared for by familiar staff at all times, promoting their sense of security.

Excellent systems are in place to evaluate the educational programmes and a thorough and realistic self-evaluation of the setting has been completed by staff. In addition, the needs of all users are considered as parent questionnaires are evaluated and used to inform future planning. Driving improvement is embedded in practice and all recommendations raised at the last inspection have been met appropriately. Engagement with parents and working in partnership with others is exceptionally well organised, as a result, the individual needs of all children are catered for effectively. Parents are kept well informed about their children's progress. They are offered a range of information about the setting and regular news letters. However, the setting are developing further, robust systems for monitoring and evaluating the early years provision in order to maintain continuous improvement. Particularly with regard to adult-led activities and systems for encouraging all parents to be actively involved in their children's learning.

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

Excellent systems are in place to ensure adults support children's learning and development effectively. The purpose built learning environment promotes a child centered learning approach effectively. Robust systems are in place regarding the assessment of children's progress and planning activities that meet their individual needs; these systems are used consistently by staff in all group rooms. Staff make observations of children's progress which are linked to the areas of learning. Staff use children's learning journeys which are supported by observations, photos and samples of their creative work to collate regular written reviews of their progress which are shared with parents. Children, parents and staff benefit from the clear methods that have been established to support children's transitions to other group rooms or to school. Robust systems are in place to support children who have identified special educational needs and/or disabilities. For example, all staff and other agencies working with the children contribute to their individual education and care plans.

Children benefit from extensive range of good quality toys, equipment and books that support their learning and developmental needs in all group rooms. Children's physical care needs are met well as they have access to a wide variety of furniture and equipment that is suitable for their age and stage of development, such as a range of appropriate height chairs for children of differing age groups. Older children have played an active role in designing the layout of their group room, selecting the furniture and accessories to create the giants castle in the home corner, linked to the theme of planting and growing. Resources are stored at low level, enabling children to make choices and follow their own interests during both indoor and outside play.

Children make excellent progress in all areas of learning. They are confident learners who make good use of their learning environment. They select resources and work independently and enjoy both free-play and group activities. Children of all ages use books purposefully for pleasure. They enjoy group song times and join in enthusiastically, clapping and creating the actions to familiar songs. Children are developing good writing skills. For example, younger children make purposeful marks and older children create representational drawings of people and add emergent writing. Children have good opportunities to solve problems as they use a range of construction sets to create objects. They develop their awareness of space and shape while using blocks and use a range of accessories in the sand and water trays effectively. Children are able to count accurately in excess of ten and show a keen awareness of number during play. Children are able to gain hands on experience of nature and living things as they grow potatoes and flowers in the garden. Children's awareness of technology is enhanced through the use of computers which are well utilised. They participate in activities that help them learn about cultures and beliefs and use resources that reflect others cultures and beliefs. Children show good coordination as they use the large climbing apparatus and slide. They use wheeled toys and run around showing good spatial awareness. In addition, they participate in planned activities, such as the garage session outdoors where they develop their skills of movement and balance. Children have

excellent opportunities to develop their free creative expression while using a broad range of paint collage and malleable materials. Children freely engage in role play, for example, they imitate cooking, while making cakes and serving tea in the home corner and dress-up and enact their favourite story for their friends, such as, Jack and the beanstalk.

Children's good health and well-being is promoted effectively as staff implement high standards of hygiene practice that help stop the spread of infection, for example during nappy changing and toilet routines and at meal times. Staff demonstrate a clear awareness of protocols regarding specific health needs. Children have constant access to fresh drinking water from machines, enabling them to remain hydrated throughout the day. They enjoy a variety of fresh fruit, raisins, bread sticks and milk at snack times, enabling them to develop healthy eating habits. Their individual dietary needs are known and records are shared with parents regarding food and drink. Parents provide packed lunches for their children at lunch time.

Children interact positively with each other and staff, showing good relationships as they play, talk and laugh together. Staff act as excellent role models and children's behaviour is very good. Children have outstanding opportunities to develop their skills for the future. This is evident in the broad range of exciting activities and ethos of child centred learning, coupled with highly effective systems of monitoring children's progress and planning for the individual learning and developmental needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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