

Weddington Pre-School

Inspection report for early years provision

Unique reference number

EY433565

Inspection date

19/04/2012

Inspector

Jan Burnet

Setting address

Weddington Primary School, Winchester Avenue,
NUNEATON, Warwickshire, CV10 0DN

Telephone number

02476352046

Email

n.gudgeon@live.co.uk

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).

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

Weddington Pre-School was established in 1989 and was re-registered in 2011 under new management. It operates from two rooms on the site of Weddington Primary School in Nuneaton, Warwickshire. Both rooms are accessed via a ramp and there is a fully enclosed area available for outdoor play. Operational times are Monday to Friday during school term times. Morning sessions are from 8.45am until 11.45am. There is a lunch club from 11.45am until 12.15pm. Afternoon sessions are from 12.15pm until 3.15pm. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children aged under eight years may attend at any one time and all may be in the early years age group. There are currently 55 children on roll and all are early years children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs eight members of staff and all hold appropriate early years qualifications. The provider is working towards a level 6 qualification and five other members of the team hold level 3 early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider/manager and the staff team create a stimulating, vibrant and welcoming environment where children's interest and natural curiosity to learn is consistently encouraged. Safety systems are robust and systems for promoting children's good health are generally very good. The individual care and learning needs of each child are exceptionally well met and excellent relationships have been formed between children, staff and parents. Partnerships in the wider context are used effectively to promote children's education and care. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and address children's differences. Planning for improvement, including the process of self-evaluation, is good.

What steps need to be taken to improve provision further?

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

- extend practice to ensure consistently safe food storage, and to raise children's awareness of healthy eating.

The effectiveness of leadership and management of the early years provision

Safety is given an extremely high priority and risk assessment records are comprehensive. All staff are aware of their responsibilities with regard to protecting children from abuse. They regularly attend safeguarding training and a comprehensive safeguarding policy is known by staff and is shared with parents. Procedures for recruitment, selection, induction and appraisal are strong. The provider makes sure that every staff member's suitability has been thoroughly checked before they have unsupervised access to children. Children's good health and well-being is promoted well and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy and they are aware of their responsibilities under food hygiene legislation as all attend training. However, they do not routinely ensure that children's lunches brought in by parents are being stored at a safe temperature and potentially this has an impact on children's good health. Staff provide a variety of different fruits for snacks.

Systems for monitoring and self-assessment are developing well and the provider is collating views from staff in order to complete the Ofsted self-evaluation form. A recent priority has been the development of the outside play environment to include a covered area. Measures to ensure ongoing improvement include acting on advice given by local support workers. A current priority is a review of the key person system to ensure that it is fully effective. Communication books between the key person and parents are being developed. Staff have a superior understanding of the Early Years Foundation Stage and demonstrate a strong commitment to developing their knowledge and skills. Mandatory training is first aid, safeguarding and food hygiene, and designated staff regularly attend special educational needs training courses. Staff meetings are held every week and information gained on training courses is cascaded to all team members. Staff to child ratios and the percentage of qualified staff significantly exceeds requirements.

The partnership with parents is outstanding. Parents are very well informed about their child's achievements and progress and they are encouraged to be involved in supporting their learning and development at home. Valuable information for parents is displayed in the reception area and includes detail on the Early Years Foundation Stage and a booklet containing comprehensive policies and procedures which successfully reflect the ethos of the setting. Parents are asked to record their views in a 'Comments book'. Parents respond very positively to the inspector when asked for views on the service provided. None can think of anything that they would want to change. Fully effective links with other childcare services are very well established and good links with other early years providers ensure continuity of care and learning.

Superior systems are in place to ensure that effective inclusive care is provided for every child. Staff have a very good knowledge of each child's backgrounds and needs and children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are

effective and inclusive for those children who attend. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children who attend.

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

Children are provided with outstanding opportunities to ensure that they make progress across all areas of learning and development. They are confident, enthusiastic and eager to be involved. Staff effectively evaluate children's different stages of development in order to plan for them as individuals and they respond to children's individual interests as well as learning needs. Parents are continually informed of their child's progress and they share information on achievements at home so that staff can include what parents have told them in the child's planning. Resources are safe, clean and encourage children's natural curiosity as learners. Children's personal, social and emotional development is exceptionally strong. They are happy and settled and their self-esteem is fostered successfully as staff continually praise achievements and positive behaviour. Children gain a strong understanding of diversity as they are encouraged to recognise their own unique qualities and the characteristics they share with others.

Activities are enjoyed equally in playrooms and in the outside play area and children confidently make choices about where they prefer to play. They develop skills and confidence as they climb and slide on large physical play equipment, and organised games promote learning in a variety of ways. For example, five cones labelled with numerals one to five are placed on paving slabs and children name the number that they are aiming for when they stand behind a chalked line and throw a hoop over their chosen cone. Children are aware of good hygiene practices and choose when to wash their hands and then sit at a 'rolling' snack table. Staff provide fruit for snacks and children gain some awareness of healthy eating. However, some opportunities are missed with regard to raising children's awareness as they are not encouraged to identify some of the foods in their lunch boxes that are not so healthy.

Communication between the staff and children is excellent. Younger children in the group communicate well verbally and their confidence is boosted with the additional use of Makaton. All staff promote thinking and language well as they ask children open-ended questions. Children enjoy listening to stories and looking at chosen books either with a staff member or alone. They use the pictures in books to re-tell stories to other children. Writing materials and a range of graphics resources are freely available and children are inspired by staff to write for a range of purposes. A group of boys show a very keen interest in treasure and pirates. They carry clip boards and draw treasure maps and they draw a large boat on the paving slabs with chalk. They talk about what they need to add to the boat, decide that they need to draw a sail and they talk about why the boat needs a sail. Children gather their 'treasure' and bury it in the sand tray. They decide that they need to mark this spot with a flag and talk about the size of the paper they need

to make the flag.

Children's creativity and knowledge and understanding of the world are promoted exceptionally well. They benefit from a range of opportunities to develop technology skills and have easy access to a full range of art and craft and role play resources which they make full use of. Recently children's interest in the natural world was inspired because over a two week period they watched chicks hatch in an incubator brought in by a local group.

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	1
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	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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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