

Wylam Preschool Playgroup

Inspection report for early years provision

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Inspection date	17/04/2012
Inspector	Janet Fairhurst

Setting address	Falcon Centre, 1 Falcon Terrace, WYLAM, Northumberland, NE41 8EE
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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*.

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Description of the setting

Wylam Pre-school Playgroup has been established since 1968 and was re-registered in 2011 to become a limited company. The pre-school operates from a room within the library building in the village of Wylam, Northumberland. The space includes an entrance lobby, toilet facilities, a main play room with kitchen facilities and an enclosed outdoor yard area.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the group at any one time, none of whom may be under two years. The pre-school is open from 9.10am until 12.10pm Monday to Friday term time only.

There are five members of staff members who care for the children, all have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each of them as individuals. Children make good progress in their learning and development through participating in a range of stimulating activities and experiences. Relationships with parents are good and, overall, the information gained from them is used well. There are some opportunities for parents to become involved in their children's learning. Effective procedures for self-evaluation are established and all staff demonstrate a firm commitment to improving and continuously developing the provision.

What steps need to be taken to improve provision further?

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

- use the information gathered from parents with regard to children's starting points to help monitor children's progress from the start of their placement
- provide further opportunities for parents to continue their children's learning at home.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. All staff have appropriate knowledge of how to identify and refer children at risk of abuse or neglect through updated training and a written policy which is shared with parents. Children's safety is further protected through the setting's robust recruitment, vetting and induction procedures, which ensures the suitability of the staff team.

Risk assessments are thorough and include daily checks. This ensures that children are kept safe as potential risks are identified and addressed. Required documentation is in place for the welfare and safety of children, for example, attendance registers, medication and accident reports are maintained.

Children have access to a spacious, stimulating environment inside, which is well planned to meet children's differing interests and needs. Thoughtful deployment of the resources enables children to make choices and become active, independent learners. Inclusive practice is promoted throughout the setting. Staff act as positive role models respecting each child's individuality. This in turn helps children to learn to value everyone as a unique individual. There are no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

Staff develop good partnership working with parents and carers from the outset, ascertaining clear information from them to ensure that they are aware of, and can build on children's individual starting points. However, this information is not used to help them monitor the progress children have made during their time with them. Parents and carers are kept well informed about the setting and their children's daily routines and progress through informative discussions, regular newsletters, notice board displays and the accessibility of policies and procedures. However, some details, such as the regulator's contact detail requires updating. Parents spoken to at the time of the inspection say that their children are happy and are pleased with the progress their children are making. However, they did comment on how they would like more opportunities to continue their children's learning at home. Partnership working is good and promotes continuity of care and learning for every child. The setting works closely with the local school and childminders to ease the transition process when children move to new provisions and to provide consistency of care and learning. The setting continually evaluates their practice and procedures through a thorough process of self-evaluation. This process ascertains the views of all users, promoting a culture of reflective practice, which leads to continuous improvements being made.

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

A safe, stimulating learning environment supports children's play and exploration appropriately. Children in the nursery are happy, confident and settled. They have good relationships with the adults caring for them and fully understand the routines of the day, which helps them to feel secure. Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. They provide consistent and well timed support for children that allow them opportunities to think for themselves and make their own decisions in their play. As a result, children make good progress in the learning and development. Learning Journeys provide a comprehensive record of the progress children are making towards the early learning goals. Observations are meaningful, clearly linked to the areas of learning and provide realistic next steps for children to work towards.

Children are happy and confident and enjoy the positive relationships with other children and staff. Counting and problem solving are weaved through children's everyday routines. For example, through conversation children are asked how many people are sitting in the toy car and how many seeds they have put into their plant pot. Children are keen to test out their ideas and ask questions to make sense of what they see. For instance, children decide they want to roll objects through a large cardboard tube and wonder why the objects can't be rolled back up. Staff provide them with simple explanations and use this opportunity to introduce new words, such as gravity. Children show their love of books as they sit attentively in a small group to listen to a story read by a member of staff. Writing materials are easily available and are included in many areas. As a result, children quickly learn the value of mark making and make good attempts to record their names on their creative work. Children's awareness of differences and diversity is effectively promoted through their play, discussions and planned activities. Although not seen in use during the inspection children have valuable access to information, communication and technology resources, such as the computer and interactive toys.

Children are able to work both independently and with others, sometimes concentrating on one activity for extended periods of time. For example, using the small world resources a small group of children spent a considerable amount of time creating a village street with shops and fire station. Using their imagination they created stories, such as the silly motor bike that knocked over the children in the road. All children enjoy participating and are developing an understanding of sharing and taking turns. Children's learning is enhanced through excellent use of the local environment, for example, they visit the local train station to see the trains and observe how the level crossing works. This helps to extend their knowledge and understanding of safety near trains. Outdoors children engage in an interesting and stimulating range of activities. Here they ride wheeled toys, hide in the various tunnels or engage in their own imaginary games, such as creating their own barbeque area.

Children make a positive contribution to the setting; they behave well, play cooperatively with one another and help to tidy up at the end of the session. All of which are valued by the staff who offer praise and encouragement and contribute significantly towards helping children develop skills for the future. Children are encouraged to show care and consideration for others. For example, the setting organises social days when children and their families take part in events, such as a sponsored run for Sport Relief to raise money for charities. Children are encouraged to maintain their own personal hygiene through hand washing before eating or after attending the toilet. Children feel safe and secure in the setting and participate in a range of safety procedures, such as fire drills, which enable them to learn about keeping themselves safe. Children feel happy and confident, due to the kind and caring staff who provide them with a warm and welcoming environment.

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	2

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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