

Wistanstow Under Fives

Inspection report for early years provision

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Inspector

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Setting address

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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

Wistanstow Under Fives is a committee run group that was registered again in 2008. It operates from a purpose built demountable building in the grounds of Wistanstow C of E Primary School, near Craven Arms, South Shropshire. The building is accessed via a level pathway to the entrance and there is an enclosed area available for outdoor play.

The group opens term time only on Mondays 9am to 3pm, Tuesdays 8am to 4.30pm, Wednesdays and Thursdays 9am to 3pm and Friday 9am to 5.15pm. They provide a before school session on a Tuesday from 8am and after school sessions on a Tuesday and Friday until 5.15pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged from two years may attend the group at any one time. There are currently 14 children aged from two to under five years on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Three members of staff work with the children and all have appropriate early years qualifications. The setting receives support from the local authority. Funded early education is provided for three- and four-year-olds. The group also manages a parent and toddler group, which meets on a Tuesday morning.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Risk assessment procedures to ensure the safety and well-being of children are ineffective. Systems for self-evaluation, embedding ambition and the capacity to ensure further improvement are also ineffective. Relationships between the staff, children and their parents are generally sound. Most systems for communication with other providers of the Early Years Foundation Stage are in place. Most systems to ensure sufficient use of resources are also in place.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment and review it regularly ensuring it identifies all aspects of the environment that needs to be checked on a regular basis and carry out a full risk assessment for each type of outing to 14/06/2012

- ensure children's safety and well-being at all times
(Suitable premises, environment and equipment) (also
applies to both parts of the Childcare Register)
- ensure children's meals are healthy and meet food
hygiene requirements for storage (Safety and
promoting children's welfare) 14/06/2012
- improve the systems to identify children's individual
needs through encouraging a culture of reflective
practice, self-evaluation and informed discussion and
involve parents, practitioners and management, to
identify the setting's strengths and priorities for
development that will improve the quality of the
provision for all children (Organisation) 28/06/2012

To improve the early years provision the registered person should:

- develop effective communications methods between all settings to ensure
that children's needs are met and there is continuity in their learning
- build on existing partnerships by providing opportunities for parents to be
more involved in supporting their child's learning and development
- extend the range of resources and activities provided to help children
become aware of, explore and question differences in people, including
those with special educational needs and disabilities
- make effective use of the local neighbourhood to ignite children's interest in
the world around them.

The effectiveness of leadership and management of the early years provision

The risk assessment procedures are ineffective. The provider does not carry out or maintain a record of particular aspects of the provision that need to be checked and reviewed on a regular basis. This includes aspects of the indoor and outdoor areas and children's outings off the premises. This compromises children's safety and well-being. Staff undertake food hygiene training. However, procedures for the safe storage of children's food do not ensure their health and well-being at all times. All adults are suitably checked and vetted and the recruitment procedures are sufficiently robust. Staff have a sound understanding of the policies and procedures to be followed with regard to child protection.

The quality of the self-evaluation procedures is ineffective. Leaders and managers do not drive and secure improvement effectively because they lack relevant information about the setting's performance to inform direction. They are not sufficiently ambitious about improving outcomes. The management do not ensure resources, such as the important resource of staff and their time at the setting, are fully utilised to ensure the appropriate organisation of the setting, so that children's needs can be fully identified and met.

There are mostly sound relationships with other providers of the Early Years Foundation Stage, such as the local primary school. This fosters transitions into

school for the older children on roll. However, communication with other providers sharing the care and learning for other children on roll, such as other nurseries, is less effective.

Engagement with parents and carers is mostly satisfactory. Information about children's activities is displayed to inform the parents. There is verbal two-way exchange of information between the children's key workers and parents during drop off and pick up times. Parents have free access to their child's learning and development profile. However, they are not fully encouraged to be involved in supporting their child's learning and development at home. Parents have access to the policies and procedures of the setting, so they are kept informed of how the provision operates.

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

Overall, children make sound progress in their learning and development. Most children are willing to take part in activities, are settled and content. Most children show a sense of belonging, which is fostered because their art work is displayed for them in their play areas. They are beginning to recognise the importance of being healthy. Older children know to wash their hands after outdoor play and before eating. Younger children are reminded and supported by the staff. During snack times, children make choices from a range of fruit, toast and bread sticks and they have free access to water throughout the day. Some children have cooked meals provided by the local school, though generally, most parents provide a packed lunch for their child.

Children move between the indoor and outdoor areas during their child-initiated play times. They like to dig for weeds and chase their peers around the large climbing frame. Most older children make confident choices about the equipment they use outdoors. They laugh and giggle with one another as they push their peers around on the trikes. Generally, children have a sound awareness of the safety of others around them, with some needing prompting to be careful as they run around the outdoor areas. Younger children are supported in making choices and joining in with activities.

Children are beginning to explore numbers as they count the girls and boys during registration time. They are beginning to problem solve as they compare and sort using resources, such as bears and the dinosaurs. They also mix ingredients to make their own bread. Children, generally, make satisfactory progress in relation to information and communication technology. More able children like to use the remote controlled toys. Although, the table top computer no longer works, older children use the office computer to explore various programmes and print their own work. They do this under close supervision of the staff. Younger children explore technology as they use push-button battery operated resources, such as the toy microwave in the home corner.

Children are beginning to observe, find out about and identify features of the natural world. They like to dig up the weeds and search for insects and bugs using

the magnifying glass and stop to watch a bee before it fly's away. The staff do not always make the most of all resources. For example, they do not always ignite children's interests in the local neighbourhood through a range of outings to places of interest. However, as part of the Jubilee celebrations, children enjoy a party with their peers and the staff at the community village hall.

Most children confidently help themselves to the resources around them. They like to make marks as they paint and draw pictures, which are displayed for their enjoyment. Children's imagination is fostered as they explore various mediums, such as, shaving foam, corn flour and water. They also like to explore dry pasta and rice as they scoop, fill and empty small equipment. Older children enjoy the company of their peers as they push the large trucks around the carpet, following one another and mimicking truck and fire engine noises. Younger children like to carry their dolls around the indoor and outdoor areas.

Children are beginning to understand that people have different needs, views, cultures and beliefs that need to be treated with respect. They explore various festivals around the calendar year through food tasting and home corner play. They access resources that reflect diversity, including books, small world people and dolls. However, the resources and activities do not include positive images of disabled people or those with special educational needs. Children's key workers observe them during child-initiated and adult-planned activities. They plan for children's progression in line with their current interests.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 4 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 4 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 14/06/2012