

# Wormley Preschool

Inspection report for early years provision

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**Unique reference number** EY434778  
**Inspection date** 15/06/2012  
**Inspector** Susan Parker

**Setting address** Wormley CE Primary, Cozens Lane East, Broxbourne,  
Herts, EN10 6QA  
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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**

Wormley Preschool is a committee-run setting which has been registered since 2011. It operates from purpose-built premises in the grounds of Wormley Church of England Primary School in Wormley, near Broxbourne in Hertfordshire. Children have access to a large open-plan playroom, along with use of the school hall, playing fields and their own enclosed outside play area.

The pre-school is registered on the Early Years Register and a maximum of 23 children may attend at any one time. There are currently a total of 27 children on roll. The pre-school is open each weekday during term time. Sessions are 9.05am to 11.35am with an optional lunch club from 11.35am to 12.05pm. Children attend for a variety of sessions. The pre-school offers care to children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of staff, all of whom, including the manager, hold an early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are eager to attend this vibrant pre-school where they make consistently excellent progress in all areas of their welfare, learning and development. Children are happy and fully involved in their own learning. The robust systems of quality assurance and self-evaluation ensure that, overall, the pre-school continuously monitors, adjusts and makes improvements to meet the diverse needs of all children and their families. The exuberant staff are keen to adopt ideas and examples of good practice gained through partnership working. This enables them to adapt the recording of children's progress into a format which is user friendly and links effectively with the nursery.

## **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 the ongoing observational assessments in order to maintain the outstanding levels of welfare and learning and to adapt to children's ever-changing needs.

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

All members of staff attend regular safeguarding children training which ensures that they have a comprehensive understanding of the procedure to follow should

they have any concerns. The robust policies and procedures detail the designated staff responsibilities, including the pre-school's secure recruitment, vetting and staff monitoring procedures, which promote children's safety at all times. The pre-school works collaboratively with the school, nursery and other agencies to confidentially share information in order to protect children. Resources are of high quality and children's excellent outcomes are clearly attributed to the very effective deployment of staff.

Rigorous monitoring and self-evaluation procedures are very effective. Parents, children and staff are involved in regular surveys which are very effective in monitoring and evaluating what the pre-school does well and highlight any area for improvement. For example, as a direct result of a recent survey, the staff have amended their opening times to meet the requests of parents. They have also visited other local pre-schools in order to share good practice. A comprehensive action plan has successfully addressed areas for improvement recently suggested through a visit from the local authority early years advisor. As a result, the pre-school has made sustainable improvements to their early years provision. They are developing and continuing to embed their own observation and assessment systems which link closely with the nursery and the main school, promoting very effective transitions for children's continued learning.

The pre-school staff are highly committed to working in partnership with parents, who are fully involved in their children's learning and development. For example, they are included in half-termly assessments which enable them to contribute to their children's learning journeys and continue their learning at home. Some older children also attend the nursery on the same site. The very effective information sharing and regular visits to the nursery and the main school are very beneficial in promoting children's confidence in their transition into full-time education. All members of staff, including volunteers, have an exceptional knowledge of each child's backgrounds and needs. They are highly effective in ensuring that all children are well integrated and any gaps in their achievement are addressed and supported. This enables all children to make outstanding progress towards the early learning goals in relation to their starting points and capabilities.

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

Children are very eager and enthusiastic about attending this pre-school. They excitedly wait for the gate to open and confidently self-register by finding their names on the leaf and putting them on the tree. They choose from a varied and inviting range of activities and resources which they can access themselves from clearly labelled and easily accessible drawers and boxes. Children's behaviour is excellent. They display outstanding skills, attitudes and positive dispositions as a result of the excellent input from staff. The main playroom and the exciting outside area are fully inclusive, and all activities are adapted to enable every child to participate. The environment is fully conducive to learning, for example, the playhouse clearly shows how many children can play inside at any one time. The children also recognise numerals as they park the bikes into the numbered parking bays. They plant flowers and learn how to care for them. Children notice that the

rain has made the soil very 'soggy'. They make marks routinely within their play, whether it is their names on their drawings or paintings or shopping lists in their role play.

Children's confidence and self-esteem thrive in this dynamic pre-school. They display a strong sense of belonging and show high levels of independence and concentration, which are firm foundations for their future learning. Children display great enthusiasm and they respond to challenges eagerly. This is due to the highly motivated and enthusiastic staff team who make learning fun. Songs and action rhymes teach children about the days of the week and calculations while encouraging their creativity. All children show a strong sense of feeling safe in the pre-school; they are familiar with the timetable, which they can follow through a picture timeline. They regularly visit the main school to use the hall for physical activities and performing plays for their parents and siblings. Children use a wide range of tools and equipment safely and responsibly. They show high levels of confidence and competence in communicating their thoughts and feelings, and display a very mature understanding of safety issues and how to keep themselves and others safe. For example, when playing hairdressers, they remind each other not to burn their fingers on the play hair straighteners.

Children adopt health lifestyles as they each bring in a piece of fruit from home to share with the group. They discuss the benefits of drinking milk to make their teeth and bones strong. Children blow their own noses, dispose of the tissue in the bin and then wash their hands. They discuss the germs that they are washing from their hands which could make them ill. Any accidents are dealt with calmly and sensitively by the first-aid qualified staff. These are used as opportunities to teach the children how to avoid an accident. Children learn to operate scissors safely and not to turn the steering wheel of their ride-on car too sharply, learning consequence and skills. Children use their own initiative to extend their own learning. They freely ask questions and make suggestions during their play. For example, they roll the play dough into a sausage and ask 'is it a snake?', then join the ends together to make a bracelet. Staff praise all efforts and good behaviour, which makes each day at this pre-school a very enjoyable and beneficial learning experience for early years children.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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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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