

Witchford Rackham Pre-School

Rackham C of E Primary School, Main Street, Witchford, Ely, Cambridgeshire, CB6 2HQ

Inspection date	26/09/2012
Previous inspection date	01/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff understanding of the revised Statutory Framework for the Early Years Foundation Stage is extremely good. They pay particular attention to the prime and specific areas of learning, implementing very good quality learning opportunities which enable children to make extremely good progress across all these areas.
- The key person system is exemplary and runs smoothly. It directly supports each child, helping them to feel settled, safe and confident in their pre-school. It also provides invaluable support for parents and carers around the clock via email services.
- The opportunities for children to learn about keeping themselves safe and leading healthy lifestyles helps them to embed critical skills for the future.
- Safeguarding children is high on the pre-school agenda. Robust recruitment and training procedures makes sure that children are protected from unsuitable adults.

It is not yet outstanding because

- Opportunities to drive improvements based on a clear action plan to overcome weaknesses are not yet implemented cohesively to take full account of parents' and children's views.
- The monitoring systems for children's next steps in learning do not consistently identify the resources to be used to ensure that all children continue to have their learning opportunities extended further.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play areas indoors and in the outside learning environment and conducted discussions with members of staff.
- The inspector held meetings with the manager, key persons and chairperson.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, discussed the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Lynn Clements

Full Report

Information about the setting

Witchford Rackham Pre-School is a committee run group. It opened in 1980, and operates from the ground floor of a two storey house located within the grounds of the Rackham Primary School in Witchford, Cambridgeshire. There are currently 45 children on roll aged from two years to four years. A total of 22 children were present during this inspection. The setting is able to support children with special education needs and/or disabilities and

those with English as an additional language. The pre-school is registered on both the Early Years Register and the compulsory Childcare Register. It is open Monday to Friday from 8.45am until 11.45am, with an afternoon session running from 12.30pm until 3.30pm. The group also operates a lunch club from 11.45am until 12.30pm. A playscheme is in operation during some school holidays.

There are currently nine members of staff, seven of whom hold appropriate early years qualifications. One member of staff is currently working towards an early years qualification and one member of staff is unqualified.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the opportunities for parents, carers and children to be involved in the setting's self-evaluation in order to share views and reflect on the service they use
- refine the planning systems by adding more detail about how resources will be used to further support children's continuing progress and next steps in learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes have depth and breadth across the seven areas of learning. They provide motivating and exciting experiences that meet the needs of all children. Practitioners complete systematic assessments of children and use these to plan suitably interesting activities. However, on occasions, the system for identification of next steps for learning lacks detail. This potentially hinders staff in providing more challenging activities for individual children at all times. During this inspection the practitioners demonstrated that all children, including those with English as an additional language, are progressing well towards the early learning goals over time, given their starting points. Children are involved and keen pupils who display the characteristics of effective learning.

Children are keen communicators. They demonstrate that their language skills are developing beyond that of their chronological age. Children use language expressively. They describe their feelings, ask open questions and share their ideas with confidence. They access story books and recognise the printed word. Children use picture clues to help them with text, enabling them to decipher the story line for themselves. With younger children, staff also enhance learning opportunities by giving them time to think by using facial gestures and intonation when speaking or sharing stories. Children demonstrate that they are developing their understanding of information communication

technology. For example, as they interact with age-appropriate computer software. They also enjoy problem solving, whether that is how to climb the ladder on the slide or how to make the computer work. Other children learn the difference between compact discs which they can use in the computer and those which need to be placed in the music player. Under the watchful eye of practitioners, children are able to solve these conundrums safely for themselves.

Children are supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development so that those of all ages and abilities make good progress in their learning. Children's progress in the prime areas of learning ensures they have the key skills needed for the next steps in their learning, including school where appropriate. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. They are encouraged to support and share information about their children's learning and development at home. This is achieved through updating the yellow daily diaries, sharing learning records with the key person during open week and snap shots of information shared through the 'wow' scheme, where milestones and particular achievements are celebrated.

The contribution of the early years provision to the well-being of children

All practitioners are greatly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for developing their personal independence and exploration. Children are extremely confident and competent in the pre-school. They clearly demonstrate the capacity to undertake risks and challenges appropriate to their age and stage of development. For example, working out, under the watchful eye of staff, how to make the compact disc work so they can listen to the music, or choosing a computer disc and loading the computer ready to undertake the task. As they do this the children and staff talk about the dangers of electricity and children know that they must never touch the socket or plug as they may hurt themselves very badly. Staff take children's safety seriously and thorough risk assessments are undertaken of all child accessible areas, equipment, furniture and activities. They very effectively support children's growing understanding of how to keep themselves safe and healthy.

Children thoroughly enjoy growing their own plants. They learn about simple sustainability as they harvest and taste the tomatoes they have grown. Their behaviour is excellent as they show tenderness and kindness to each other. They take turns and take the time to check other children are alright while waiting their turn. A rolling snack bar enables children to take charge of their own needs. For instance, children access the snack bar when they are ready to do so. When they do, they thoroughly enjoy helping themselves to the array of healthy interesting options, including local produce and different foods from around the world. Children talk avidly about the food they are eating and staff take this opportunity to extend their ideas, thinking and listening skills. Staff also make the most of incidental learning opportunities. For example, they add number symbols by the snack serving platters and this tells the children how much of each item they can help themselves to. They pay attention, carefully counting out pieces of fruit or vegetables or helping themselves to wraps. Some children demonstrate their growing mathematical

skills, such as simple addition. They count out two carrot sticks and when checking this against the number realise that they can have three and that one more than two will make three.

Challenge for children both in and outdoors is highly stimulating. This is due to the well-thought through environments and the attention given to extremely good quality child-accessible resources, which promote curiosity, investigation and learning. The continuing professional development of key persons and their excellent skills, ensure all children are well prepared for the next stages in their learning. They competently support children's transitions both within the setting and to other settings and school. This enables the children to continue their learning with the minimum of disruption.

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

There is a good overview of the educational programme as the manager monitors this to ensure a broad range of experiences are offered to help children progress to the early learning goals. Learning opportunities are clearly based on a secure understanding of the areas of learning and how children learn. Free-flow play is seen as an integral part of the day and a powerful learning opportunity for the children. This is balanced with a range of interesting adult-led activities which engage the children's interest and participation. Individual children with identified needs are targeted so that appropriate interventions are sought and gaps are closing. Staff also enhance learning opportunities by giving children time to think, using facial gestures and intonation when speaking or sharing stories. Overall, staff have a good understanding about the levels of each child in their care and organise activities which promote children's progress.

Arrangements for safeguarding children are strong and well-embedded. Clear policies and procedures are known and understood by all staff and implemented consistently. Attention to performance management makes sure that staff continue with their professional development, enabling them to work to a high level within the setting. Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs. The determination for improvement is demonstrated by a clear and successful improvement plan that supports children's achievements over time. Strengths and weaknesses are successfully identified. Planned actions to overcome weaknesses have been determined and are effective. There are strong links between identified priorities and plans for improvement. The management committee canvases parents and carers about issues, such as, health and safety. However, opportunities for their views and those of their children to be taken into account, with regards to self-evaluation of the pre-school have not yet been fully embraced.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	221733
Local authority	Cambridgeshire
Inspection number	808741
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	46
Name of provider	Witchford Rackham Playgroup
Date of previous inspection	01/05/2009
Telephone number	01353 666782

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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