

Willingtots Pre-School

The Willington Peace Memorial Hall, Church Road, Willington, Bedfordshire, MK44 3QG

Inspection date	23/10/2012
Previous inspection date	11/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff ensure that the environment is safe and build secure relationships with the children. The appropriate implementation of the key person system supports this and improves relationships with families.
- Children are keen to explore and learn. They play independently and in groups and are beginning to share their ideas and thoughts, thus developing a positive approach to learning.
- Staff support children during the session, and particularly at group times. Children therefore gain appropriate communication and social skills, helping to prepare them for school and future learning.

It is not yet good because

- Assessments and planning are not suitably consistent in depth or breadth to build on children's interests and next developmental steps.
- There is further scope to develop the outdoor area to create a stimulating environment that supports children's development in all areas.
- The self-evaluation procedures do not include detailed information about the impact on children of all improvements as they are made.

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.

Inspection activities

- The inspector observed activities in the main hall and the outside learning environment.
- The inspector held meetings with the manager of the provision and the administrator of the setting.
- The inspector talked with children present.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full Report

Information about the setting

Willingtots Pre-School is run by a voluntary management committee and opened in 1971. It operates from one main room in a community building in Willington, Bedfordshire. The setting serves the local and neighbouring communities. It is accessible to all children and there is an enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are daily from 9.15am until 12.15pm, with a lunch club each day from 12.15pm to 1.15pm. There are afternoon sessions from 12.15pm to 3.15pm on Tuesday and Wednesday. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. There are currently 22 children on role who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

The setting employs five members of childcare staff. Of these, three hold appropriate early years qualification at level 3 or above. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the educational programme has depth and breadth by: completing regular and precise observations of children; using the information in the assessments to inform the planning so that it consistently reflects children's interests and their next developmental steps.

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

- develop further the self-evaluation procedures so that the precise impact of improvements can be more effectively monitored
- support children's all-round development by developing the setting's outdoor area so that it is stimulating and well-resourced.

Inspection judgements

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

Children are secure and confident, which supports them in building a positive approach to learning. For example, they choose resources during the session and are happy to try new activities. They are appropriately supported by practitioners, who understand that children learn through play. For example, children playing with dry cereal are encouraged to fill different containers and compare the volumes, thus developing simple problem-solving skills.

Practitioners interact appropriately with children during the session, thereby supporting

them in acquiring the skills to learn effectively. This is stronger during group times, when support for children is good. For example, during song time children learn how to tap a rhythm and sing along to this; they wait eagerly for their turn to sing their name; when the song is over the practitioner praises them and reminds them that they were unable to do this a week ago. Opportunities such as this help to develop children's confidence, communication and social skills and thus prepare them for school and future life. Children are supported in extending their vocabulary and language and in developing an enjoyment of books. For example, they enjoy group story time, where they join in with the words as they read a favourite story. Children who do not speak English are adequately supported by staff so that they make reasonable progress in acquiring language skills.

Practitioners observe children as they play, keeping written notes that are later assessed and used to update children's record of progress. However, these records are not frequently updated and do not contain sufficient detail. This means that practitioners are not able to utilise information about children's next developmental steps or their current interests. The activity planning therefore lacks the depth of information that would enable practitioners to plan a more stimulating environment and promote children's development to the optimum.

The inside environment is effectively set out to offer children an acceptable range of activities and play opportunities that help promote their learning in all areas. Most resources are accessible so that children can make choices about their play. For example, children engaged in role-play choose dressing up clothes to complement their play. Children are also offered opportunities to play and learn outside. For example, they look for bugs and insects when they go for local walks. However, the setting's outdoor area is not resourced so that it provides a stimulating environment that offers learning opportunities in all areas. For example, children use the large static play equipment but there is no provision for smaller play, such as reading, mark-making or construction. This therefore limits their learning in this environment.

The use of relevant communication procedures means that parents are aware of the setting's policies and procedures and any forthcoming events. The setting also uses a website and a newsletter to provide basic information about current activities and planning. Parents are therefore offered some support in promoting their child's learning at home. The appropriate planning of some additional activities enhances children's enjoyment and offers them new experiences. For example, during a visit from a mobile farm, children feed and handle animals. Their learning is then reinforced as they draw their own illustrations, play with a toy farm and listen to a related story.

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

The appropriate key person system and procedures for working with parents help to ensure that all children are secure and can build good relationships with practitioners and each other. There are adequate procedures in place to monitor children and ensure that their needs are met and they are making effective progress. Practitioners support children appropriately, encouraging them to explore and express their ideas. This helps develop children's skills and positive attitudes to future learning and prepares them for the

transition to school. This is also supported through visits to the school and associated role play, for example, dressing up in school uniforms.

Practitioners act as appropriate role models, demonstrating care and respect for all. They offer children simple explanations so that they can begin to understand the consequences of their actions. Children are encouraged to share the resources and to include others in their play. They generally work well together and older children are keen to take on responsibility. For example, they enjoy helping to tidy up. Thoughtful procedures help new children settle into the setting. For example, they borrow laminated books which have photographs of the staff and environment, helping them to become familiar with these before they start attending.

Children are offered an appropriate range of opportunities that promote their physical development. For example, they develop skills in balance and coordination as they use static play equipment. Children gain a sound understanding of the importance of healthy lifestyles. For example, during a general discussion, they talk about why it is important to eat a balanced variety of food types. Children are offered adequate opportunities to learn about their community and the wider world. For example, they visit the local school and church and access resources, such as books and role-play items, which give positive images and information.

Children are appropriately supported in developing their self-care skills. For example, they wash their hands before sitting down to eat lunch. They gain an awareness of the importance of exercise and physical activity as they participate in activities, such as action rhymes and parachute games. Children are gaining a secure understanding of safety issues. For example, they learn how to take turns and use the climbing frame safely.

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

The manager of the setting is experienced and has put procedures in place to work with practitioners and the management committee to review and raise the quality of care. There are generally adequate self-evaluation procedures. These include the views of staff, children and parents and therefore give a general overview of the setting's work. Action plans are in place to ensure that improvements are made. The manager prioritises these improvements well. For example, recent changes include initial improvements to the activity planning so that this is more flexible and can be adapted to meet children's needs. However, the self-evaluation procedures are not used to the optimum to fully evaluate every aspect of work. Specifically, they do not always include detailed information about the impact on children of all improvements as they are made.

Effective performance management systems ensure that practitioners are supported in their daily work and in attending further training in order to continue to develop their knowledge. There are appropriate systems for monitoring staff performance. This is done formally through annual appraisals and informally through ongoing observations. The manager, practitioners and the voluntary management committee have developed effective procedures to share information. They therefore have a clear understanding of

the roles and responsibilities of others and can work together to maintain standards and develop the setting's practice.

The setting has contact details and procedures in place to support them in liaising with other professionals so that they can work together to support children and their families. The effective partnership working with parents means that children's care is consistent and their development appropriately promoted. There are clear procedures for sharing information with others caring for the children. For example, the setting works with the local school and has parents' permission to contact local nurseries attended by the children.

There are clear arrangements for safeguarding children and these are regularly reviewed. The manager and practitioners are clear about their role and work in partnership with families and outside agencies. Practitioners have attended training and have a sound understanding of safeguarding issues. The setting has appropriate procedures to ensure the suitability of all practitioners and committee members. Practitioners set out the setting each day and take care to ensure that it is safe and accessible, carrying out regular risk assessments to support this area. This helps to ensure that children enjoy their time at the setting and have a positive start to their learning.

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	219266
Local authority	Bedford Borough
Inspection number	818146
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	22
Name of provider	Willingtots Pre-School
Date of previous inspection	11/02/2010
Telephone number	07972 148085

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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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