

Waingroves Pre-School

Waingroves Community Centre, Church Street, Ripley, Derbyshire, DE5 9TF

Inspection date	07/12/2012
Previous inspection date	23/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
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 have a strong understanding of children's developmental and learning needs. Planning and the identification of future learning goals ensure that children make good progress during their time in the pre-school and are well prepared for school.
- Children's well-being is strongly promoted by staff, who present themselves as good role models. Children develop in independence and confidence and positively interact with one another.
- The experienced pre-school leader and staff team are highly dedicated to improving outcomes for children and the robust focus on staff professional development ensures high quality practice.
- Staff have strong partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.

It is not yet outstanding because

- The planned learning opportunities to support children's understanding and use of technology are not fully developed to enhance and promote children's understanding of the reasons why things happen or how things move.
- Staff overlook opportunities to include parents in how they might assist their children to learn at home, to help consolidate their learning and development and continue to improve their progress.

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 voluntary and compulsory parts 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 main learning environment.
 - The inspector held meetings with the manager and deputy of the provision.
 - The inspector talked with some of the children.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
 - The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Janice Hughes

Full Report

Information about the setting

Waingroves Pre-School is managed by a committee. It opened in 1980 and operates from the Community Centre in the village of Waingroves, Derbyshire. The pre-school is open each weekday from 9am to 12noon during term time. Access to the pre-school is via two steps and all children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities and also those who speak English as an additional language and those who are in receipt of nursery education funding. There are four members of staff, of whom three hold appropriate early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to select and use technology for particular purposes. Support children to speculate on the reasons why things happen or how things move and enable them to explore a range of objects that work in different ways for different purposes
- develop opportunities and provide suggestions, as to how parents might assist their children to learn at home, to help consolidate their learning and development and continue to improve their progress.

Inspection judgements

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

Children arrive enthusiastically to play eagerly in a warm caring environment. They are enthusiastic and keen to take part in new activities and experiences. Staff have a good understanding of how to support children and capture their interest. They are fully aware that children learn through play. Consequently, children are developing the attitudes that help them to develop skills for the future. Activities vary and often stem from child-initiated ideas, which means that children thoroughly enjoy themselves. Highly motivated staff support children effectively and have a good understanding about when to direct learning and when to leave them to explore. On entry, parents contribute to initial assessments of their children's starting points and are kept well informed about their achievements and development through regular feedback. However, staff miss opportunities to support parents in promoting their child's learning at home; to help consolidate their learning and development and continue to improve their progress.

Children have plenty of opportunities to show curiosity about objects and activities around

them. For example, they look closely at a fir cone and staff effectively introduce vocabulary to enable children to talk about its texture. They discuss the possibilities of decorating the fire cone and turning it into a Christmas decoration. Children use good handling and moving skills as they sprinkle glitter onto the fir cone and show pride in their accomplishments. Staff effectively support children's language and imaginary play. For example, children looking at an atlas discuss where Santa lives and what it is like in the North Pole. Staff introduce what the weather might be like and the animals that might live there. They use their experience to enhance and develop this opportunity to introduce early writing skills into the activity. For example, they suggest that the children draw a map, so that Santa will find their homes. Children show that they are progressing well in the prime areas of learning, as they cooperate and successfully complete the map. Staff encourage children to develop mathematical skills well. They help children represent numbers by using their fingers, so that they can count the number of animals in the sand and compare the sizes of the 'elephants and giraffes'. Staff provide interesting and challenging experiences that meet the needs of all children and help to prepare them well for the next stage in their learning and their transition to other settings and school.

Children are offered a variety of opportunities to learn about their community, such as, visiting local places of interest, walks in the community and visits to the local school. They access resources, such as books and posters, which give positive images and information about other ways of life. Children begin to sound out their own names and confidently give the names of others they are sitting with. They access the attractive and inviting book area where they choose, sitting alone or with staff, to look at books. Staff foster children's enjoyment of books by providing interesting stories, which help them to distinguish between sounds and word patterns. They also build children's vocabulary by repeating familiar words and phrases. Children's literacy skills are, therefore, developing in line with expectations and their speaking and understanding is very good.

Comprehensive activity planning, monitoring and assessment procedures means that there is a largely balanced approach to promoting all seven areas of learning. Staff complete regular assessments of children's progress. They use assessments to plan inspiring activities that help children progress well in relation to their individual starting points and are within, or in advance of, the developmental milestones for their age and developmental stage. However, the staff are less secure in their planning of activities that support children's understanding of technology. As a result, children receive fewer planned opportunities to select and use technology for particular purposes and to speculate on the reasons why things happen or how things move. Consequently, they are less advanced or confident in this area. Staff keep a daily record of children's current interests and requests. They then conscientiously feed this information into the planning, and monitor activities in all seven areas of learning to ensure that there is a balance of worthwhile experiences offered. Thorough tracking and monitoring procedures means that practitioners can check that all children are making good progress.

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

Children arrive happily and eagerly choose an activity. Resources are readily accessible, which means that children can select items, such as writing and craft materials. They sit at

tables and busily create a picture, which they take home to show their families. The pre-school supports children's well-being consistently well. Key persons quickly form strong bonds with children when they join the provision, resulting in them feeling secure and well supported. Staff are genuinely interested in the children. The 'All about me' form enables key staff to become knowledgeable about children's home life and their likes and dislikes. Staff use effective distraction strategies to help children separate comfortably from parents and carers, such as talking about family members or directing them to a favourite activity. Children in turn happily share their thoughts or concerns with staff, talking about their home life or asking for favourite toys to cuddle to aid their sense of security. Staff are exemplary role models; teamwork is highly evident and the children mirror these positive social interactions, such as working together to tidy away toys and helping each other to put on coats and boots.

Staff promote a strong ethos of positive behaviour at all times. They use praise and encouragement techniques effectively, helping children to feel valued and increasing their self-esteem. Staff support children's ability to resolve conflict well, such as encouraging turn taking and sharing toys fairly. Younger children demonstrate developing companionship as they play alongside each other, while older early years children share their play imaginatively. Safety is given high priority. All external doors and gates are securely fastened and emergency routines are well established and recorded. Staff risk assess all areas of the pre-school on a daily basis and address any concerns promptly. Children develop a good understanding of safety through effective levels of staff support. For example, staff explain the importance of not running inside and taking care with fingers when shutting doors. Children are developing a good understanding of healthy lifestyles. Staff monitor hand washing and toileting routines, ensuring that children develop their understanding of good hygiene practices.

Children show high levels of confidence and independence, nurtured through the many opportunities to be responsible, such as sharing out plates and cups amongst their peers at snack time. Children enjoy this social occasion at the 'snack bar' as they sit together in small groups and talk about what they have been doing. This helps promote good future eating habits. Staff know children's dietary requirements and encourage healthy eating by providing healthy snacks, including apple, sultanas milk or juice. Children are offered a wide range of opportunities that promote their physical development. For example, they handle small tools, such as pencils and scissors, safely and effectively. They also develop skills in balance, control and co-ordination as they use ride-on toys and large play equipment. The pre-school's thoughtful procedures and good use of resources further to promote children's life skills and independence and help to prepare them for future learning.

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

Management have a good understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have secure knowledge of how to keep children safe. All staff have a strong understanding about safeguarding children and clear procedures are in place should a concern arise. These are

well documented in a comprehensive policy and all staff keep up to date through attending appropriate training courses. Suitable checks are carried out before staff are employed. Management keep a detailed range of policies and procedures, which staff implement effectively to promote children's health and welfare. The recruitment and vetting procedures are rigorous in checking the appropriateness of all adults working with children. The well-established programme of professional development is helping staff to develop their knowledge and practice and continually improve the outcomes for children.

The experienced and well-qualified staff provide a wide range of experiences for children. They make accurate assessments, which ensure that children make good progress in their learning. They skilfully provide a stimulating environment for children. Staff work very well as a team and regularly reflect on their practice to evaluate the provision. All staff contribute to this and parents' views are also sought, in order to shape future priorities. Their self-evaluation is robust and ensures that improvements, such as the implementation of a 'snack bar' to aid children's independence and promote healthy eating choices, is quickly highlighted. Staff have implemented a robust system to monitor and evaluate their practice. The evaluation includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. All recommendations raised at the previous inspection visit have been met successfully. Management drives improvement through a clear and successful improvement plan to support children's achievements over time. Thorough written risk assessments for all activities held within the setting, plus those for trips and visits, show a high regard for children's safety.

Effective partnerships with parents, schools and external agencies help to ensure the needs of the children are being met successfully. Staff work well in partnership with other professionals, including speech therapists, childminders and nursery practitioners, in order to fully promote continuity and progression of children. They are active in developing partnership links with other agencies in the local area, including other settings, which children attend and the local primary school. For example, they have introduced a three-way communication book, which enables the pre-school, parents and the other settings involved with children to all communicate useful information and ensure that they provide effective continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	206896
Local authority	Derbyshire
Inspection number	818055
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4

Total number of places	24
Number of children on roll	26
Name of provider	Waingroves Pre-school
Date of previous inspection	23/03/2011
Telephone number	01773 749064

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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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