

Wolvey C.E. Primary School

Wolvey C of E Primary School, Bulkington Road, Wolvey, HINCKLEY, Leicestershire, LE10 3LA

Inspection date

12/12/2012

Previous inspection date

05/10/2009

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

- A stimulating indoor environment and easy access to the interesting outdoor environment ensures that children enjoy their learning through a broad range of experiences.
- Children are rapidly growing towards independence and become considerate of the needs of others. Through this they are learning effective skills for the future.
- Skilled and knowledgeable staff effectively direct children's learning by following their individual interests and play needs. This makes sure each child has enjoyable learning experiences that actively encourage their development.
- Effective relationships with parents enable staff to provide activities that closely meet their children's individual needs. Children are well prepared for their move into full time school due to the effective working between school and the pre-school.

It is not yet outstanding because

- There is further scope for staff to utilise the opinions of parents and children when identifying the strengths and weaknesses of the pre-school in order to drive forward clearly targeted improvements that reflect their needs and wishes.

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 discussed the organisation of the inspection with the manager on arrival and held meetings with the manager during the inspection.
- Several parents were spoken to throughout the inspection and the inspector took account of their views.
- The inspector looked at policies and procedures that are used in the day-to-day running of the pre-school, children's assessment records and documentation that demonstrates the suitability of staff.
- The inspector observed activities both indoors and outdoors.

Inspector

Susan Rogers

Full Report

Information about the setting

Wolvey Pre-School registered in 2009 on the Early Years Register. It is situated in a demountable building in the grounds of Wolvey Primary School in the Village of Wolvey in Leicestershire and is managed by the governing body of the school. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. There are 18 children on roll who are all aged within the early years age group.

The pre-school employs four members of child care staff. Of these, three hold appropriate early years qualifications at level 3, including one member of staff who has a Foundation Degree. The pre-school opens during term time from 9am to 11.30am with an optional lunch club until 12.55pm. On a Wednesday and Thursday children sessions run until 3.15pm. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the monitoring process and system for improvement by ensuring the views and opinions of children and parents are utilised.

Inspection judgements

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

Children thoroughly enjoy their learning as they freely use interesting resources that meet their interests and play preferences. Staff have a good understanding of the Early Years Foundation Stage framework and skilfully use the outdoor environment to provide stimulating challenges that encourage children's exploration of the natural world. This results in activities that meet the depth and breadth of the seven areas of learning and children individual needs. Children's abilities are carefully considered as they start at the pre-school as staff use information gained from parents and their own observations to provide learning opportunities that meet children's individual needs. For example, some children are inspired by play activities that include animals so staff ensure that learning experiences are readily available that reflect their interests.

Children are helped to prepare for the time when they will commence full-time school. They are included in many of the school activities that include plays and assemblies. Some children stay for their lunch and have either a packed lunch or a school meal. This enables children to gain in confidence and forge links with the school that many will eventually attend. Staff have high expectations for all the children in their care, are dedicated and committed to the work they do. Children's assessments are developing very well and subject to regular review. These enable staff to ensure assessments track children's progress in all areas of learning so that any additional support needed is clearly identified and used to inform the planning to ensure children make good progress. Staff skilfully question children during their play, listening to and observing what they say and do. Spontaneous learning experiences ensure children are stimulated. For example, children

discuss spider's webs that are clearly visible due to the frosty weather. Staff extend children's understanding by introducing new vocabulary and building on what the children already know. This activity is further extended as children work successfully as a team making their spider's web from string and discuss how this can be made stronger.

Children communicate well sharing their play ideas with each other so they can include others in their play. They thoroughly enjoy a game of 'silly soup' where they extend their use of words by using similar sounding words, such as 'rat' and 'cat'. This promotes their confidence in developing their own ideas and their understanding of text. Children enjoy a range of self-directed activities as they freely explore the indoor and outdoor environment. They find out that there is newly formed ice on the sand pit and discover how to break this into manageable pieces. They create imagined scenarios inspired by the varied home corners and outdoor play experiences and share ideas with others. They ride bikes around the marked out pathway negotiating the available space and using their skills to pedal uphill. Children are considerate and kind to one another and encourage others to join in their play. Their independence is well-promoted as they serve themselves drinks and prepare their own fruit at snack time.

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

Staff monitor children's activities closely and provide good opportunities for children to safely explore and discover new experiences. Children are supportive of one another and enjoy sharing their play with other children. They are well supported by staff who are positive role models and consequently, they behave well and consider the needs of others. They take responsibility in the pre-school by eagerly including other children in their play and helping to tidy away toys and resources. Each child's key person helps them make secure attachments which encourages children to quickly settle. Staff are then able to closely monitor their progress and plan for their individual development.

Staff are sensitive to the needs of new parents as they help to settle their child when they start at pre-school. Parents are encouraged to stay with their child throughout the session until the child is sufficiently confident which promotes their well-being and independence. Planned activities and innovative wall displays help develop children's understanding of different lifestyles and cultures. The organisation of staff is effective as they ensure they monitor children's activities and include further challenges when the need arises. This also ensures that the outdoors is freely available to children as a member of staff remains outdoors when children are using this area. Regular access to the outdoors and healthy snacks encourage children to understand why a healthy lifestyle is important. Children gain in confidence as they manage their own personal needs effectively; they wash their hands before snack and freely access the toilets. They enjoy being included in school plays and activities and manage to change in and out of their costumes. Activities and play experiences are planned to provide effective preparation for the next stage in children's learning. This prepares children well for their transfer to full-time school.

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

A welcoming and well-resourced play environment provides children with varied and inspired play experiences. Parents are kept well informed of their child's progress. They are able to access their child's assessment folder and regular discussions with staff as they collect and bring their child to pre-school ensure they are well informed. Staff are eager to include parents' own impressions of their child's progress in their assessments. The newly introduced learning tree enables parents to include their own observations of their child's achievements. These contribute effectively towards the assessments made by staff and plans for children's further development.

There are effective partnerships in place with additional agencies and the host school and staff know where to seek support for individual children. Staff effectively support all children and develop additional learning opportunities that clearly target children who most need this. To achieve this they work closely with parents and relevant agencies to ensure each child's needs are met. Staff are fully aware of any aspect of a child's care that would cause concern. They have attended safeguarding training and ensure safeguarding children is included in the induction for all staff. Staff are well supported in their role. Regular appraisals access to training opportunities and comprehensive support of their professional role is carefully organised by effective management. The pre-school monitors the progress that is being made in order to drive forward further improvements. There is scope, however, to consider in greater depth the views of parents and children that are gained to ensure their needs and wishes are fully considered with reviews and plans for improvement.

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

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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	EY390799
Local authority	Warwickshire
Inspection number	821786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	18
Name of provider	Wolvey C.E. Primary School Governing Body
Date of previous inspection	05/10/2009
Telephone number	01455220279

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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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