

# Wistanstow Under Fives

Wistanstow C of E Primary School, Wistanstow, CRAVEN ARMS, Shropshire, SY7 8DQ

<b>Inspection date</b>	24/05/2013
Previous inspection date	31/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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 organise the learning environment effectively. This allows children to make independent choices from equipment and resources available.
- Snack and meal times are enjoyable experiences for the children, where they confidently engage in conversations about their interests and preferences. This supports the development of their communication and language skills.
- Close working relationships are in place with external agencies and the local schools. As a result, children are well-prepared for their transition between school and the setting.

### It is not yet good because

- The procedures for maintaining staff records are not fully robust. As a result, required information about vetting processes is not available for all staff.
- Staff do not always ensure that suitable and hygienic practices are adhered to when changing nappies. Consequently, young children's care needs are not fully met.
- Opportunities for children to play imaginatively within the home corner are not fully optimised due to limited resources to develop role play.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's activities indoors and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at staff suitability, children's profiles and a selection of policies and procedures.
- The inspector looked at the self-evaluation form.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Wistanstow Under Fives is a committee run group that was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built demountable building in the grounds of Wistanstow CE Primary School, near Craven Arms, Shropshire. The setting serves the local area, is accessible to all children and there is an enclosed area available for outdoor play.

Three members of childcare staff work with the children. Of these, two hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3pm and children attend for a variety of sessions. There are currently nine children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- keep a record of staff identity checks and vetting processes that have been completed, including the Disclosure and Barring Service check, reference number and date it was obtained
- ensure that there are suitable hygienic changing facilities for changing any children who are in nappies.

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

- review the use of the home corner area so that children have more opportunities to develop their imagination, for example, through role play and dressing-up resources.

## Inspection judgements

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

Children are cared for in a warm and welcoming setting where they feel safe and secure. All make satisfactory progress in their learning and development in an environment that is well-organised to ensure that children can explore and play freely. Balanced planning across the seven areas of learning ensures that all aspects are sufficiently included.

Relevant observations and assessments by staff are used to provide suitable challenge and extend children's learning and development towards the next steps in their learning. Completed learning journals for all children show parents how they are progressing. These include a range of observations and photographs of the children during activities and parents are encouraged to include their comments and views. As a result, parents have opportunities to be involved in their children's learning.

An adequate selection of activities and resources are set out for the children to play with and staff encourage children to pursue their own interests. Consequently, children are able to make independent choices about what they play with. However, children have few opportunities to develop their imagination, particularly in the home corner, due to limited resources. Children's communication and language skills are fostered appropriately through small groups, and story time. Staff extend language skills with the children as they use different sized pipes with water play. The children discuss 'slow' and 'fast' as they excitedly change the angle of the pipes to increase the flow of the water into the bucket.

Staff appropriately support children to spread their butter and jam onto their toast, and pour their own drinks at snack time. This helps children to develop their independence and self-care skills. In addition, children are able to access their own coats independently when getting ready for outdoor play. They recognise and identify their own name on the hook as they begin to connect letters. This helps children develop the necessary skills to support their readiness for school.

Children demonstrate well-developed language skills. They know and understand what resources are available, as they describe certain games and activities. They accompany staff into the store cupboard and confidently choose what they want to play with. This helps promote some independent choices. Children enjoy working together as they build the construction to roll the marbles down. Staff extend children's thinking as they skilfully count out three marbles each. This shows children's awareness of numbers and counting.

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

Children's care and emotional needs are suitably addressed as staff have discussions with parents before they start. The first session is free and children are offered flexible settling-in sessions. A 'book about me' is completed by parents for staff to know and understand children's routines, likes and dislikes. This helps to support consistency in their care and promote a smooth transition from home to the setting. As a result, children settle swiftly and easily.

Staff foster children's personal, social and emotional development appropriately. As a result, children feel safe and secure within the setting. They are warmly welcomed into the setting by their key person, and quickly become familiar with the daily routines through the relevant use of a visual timetable. Staff use a sand timer to help younger children to understand about timelines within the session. For example, the timer is used to indicate when it is time to tidy-up, or when sharing toys and resources. This helps children to develop an understanding of acceptable behaviour.

Children learn about healthy lifestyles through daily outdoor play, walks in the local environment and visits to the nearby town. They engage in physical exercise as part of everyday activities as staff encourage active, healthy lifestyles. As a result, children's health and well-being is appropriately promoted. Staff encourage children to follow appropriate hand-washing routines, which helps them to understand the importance of good hygiene. They are provided with a suitable range of healthy snacks, such as toast, and fresh fruit with a choice of milk or water to drink. Children staying the whole day are able to purchase a freshly cooked meal from the school's kitchen for their main meal. Children's care and emotional needs are suitably addressed by staff as they have friendly discussions with parents and seek their views. However, staff do not ensure that suitable hygienic changing facilities are used when changing children in nappies. This means that younger children's care needs and well-being are not fully supported.

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

Staff demonstrate a suitable understanding of meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They know and understand how to report concerns about children's welfare, and recognise possible signs of abuse. Appropriate supervision and daily checks of the premises ensure children play in a safe and secure environment.

A satisfactory procedure for staff recruitment and selection is in place to ensure all staff are suitably qualified and Disclosure and Barring Service checks are carried out. However, the required records to verify this information are not readily available for all staff. Consequently, procedures for ensuring the safe management of the setting are not fully robust. Arrangements are in place to monitor the educational programme and staff performance. The committee support staff and oversee practice and staff meet informally to discuss and plan activities. As a result, staff have opportunities to undertake training to further their experience and skills, which contributes to protecting children.

A self-evaluation process is in place, and as a result, changes to the layout of the nursery and planning have been implemented. For example, lunch boxes are now stored appropriately in the fridge and cleaning equipment has been removed from toilets. The manager has made use of the self-evaluation form to help reflect on practice and identify areas for development, alongside addressing the actions raised at the last inspection. She has worked in partnership with the local authority to draft an action plan which has been systematically worked through to bring about improvement. This shows a satisfactory capacity to improve. These include introducing weekly 'wellington walks' to develop children's understanding of their community and the world around them.

Links have been made with the on-site school. Children from the reception class come over on a weekly basis to play with the children in the pre-school, and pre-school children visit the school. Staff recognise the importance of establishing partnerships with other

settings when necessary to share information. For example, transition documents are now completed when children move on to school. Consequently, they have a sound knowledge of the importance of partnership working. Parents are well supported to be involved in their child's learning. For example, they are provided with a comprehensive range of policy documents and regular newsletters.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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 action. 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

<b>Unique reference number</b>	EY371368
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	802624
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Wistanstow Under Fives Committee
<b>Date of previous inspection</b>	31/05/2012
<b>Telephone number</b>	01588673654

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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, which are usually the childminder's 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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