

Wordsley Pre-School & Playgroup

The Wordsley School, Brierley Hill Road, STOURBRIDGE, West Midlands, DY8 5SP

Inspection date

07/06/2013

Previous inspection date

09/01/2009

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 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 successfully promote children's self-esteem through effective encouragement and praise. As a result, children are secure, relaxed and happy.
- Children are learning about self-discipline and about caring for others, due to consistency of care.
- Strong leadership and management has a positive impact on children's progress because staff provide high quality care and education.
- Children's interests are given priority in the planning of activities, so they are engaged in purposeful play that promotes learning.

It is not yet outstanding because

- Recognition that numerals have significance is not fully explored, to further children's mathematical development.
- Children are not encouraged to take responsibility by helping with everyday manageable tasks, to help them gain a sense of well-being.

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.

Inspection activities

- The inspector completed a joint observation of an activity with the manager.
- The inspector observed a range of activities both indoors and in the outdoor play area.
- The inspector held meetings with management as well as staff and parents.

Inspector

Jan Healy

Full Report

Information about the setting

Wordsley Pre-School and Playgroup registered in 1986 and is registered on the Early Years Register. It is a private company. It operates from one playroom in a mobile building in the grounds of a school in Wordsley, Stourbridge. The pre-school serves the local area. It is accessible to all children and there is an enclosed garden for outdoor play.

The pre-school opens Monday to Friday during term time. Sessions on Monday, Tuesday and Friday are from 9.10am to 12.10pm and on Wednesday and Thursday from 9.10am to 3.10pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the pre-school at any one time. There are currently 43 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs five members of childcare staff, all of whom hold an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- display numerals in purposeful contexts, for example, using number labels on each bike and a corresponding number on each parking space
- encourage children to help with everyday tasks, such as preparing their snack, in order to promote their self confidence.

Inspection judgements

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

Children arrive happily and greet the staff and their friends with glee. This is due to the staff building warm and affectionate relationships, which lead to the children feeling safe and secure. Each child is assigned a key person who knows them well. This is because they build a strong rapport with the parents to enable them to find out about children's interests and individual needs. Parents are encouraged to contribute to children's initial assessments, which they continually build upon. Consequently, staff are able to plan a wide range of interesting and challenging activities that sustains ongoing progression. Good partnerships with parents also enable staff to provide individual care for children

who have special educational needs and/or disabilities and seek help from outside agencies when necessary. Parents trust staff and understand that they have children's best interests as their priority. Staff keep parents fully up-to-date about progress being made and support them in continuing children's learning at home, through the completion of home learning diaries. This successfully results in developing staff's knowledge of children's interests and about their family life, which they incorporate within the planning of activities.

Staff have a strong understanding about how young children learn. Therefore, children have the benefit of warm, loving and consistent care. They are fully aware that children learn in different ways, and respect their style, for example, engaging in solitary play, outdoor play and working as a team. Their teaching challenges children's thinking and enables them to learn effectively. Therefore, all children are making good progress. Staff spend the majority of their time playing and interacting with the children, which helps extend their concentration and learning. Stimulating resources are accessible with both indoor and outdoor space being organised to enable children to explore, build, move with confidence and participate in role play. Noise is kept to a minimum to aid concentration. Staff encourage children to learn together and from each other. They provide sufficient challenge for the older and/or more able children, as well as adapting activities to suit those who require additional support. Praise is given when children attempt to solve problems for themselves, such as when they wished to organise a puppet show and make their own props.

A broad range of activities support children's learning, as staff focus on their interests. Staff are fully aware of the purpose of activities and management deploy staff well, enabling all to participate. Staff focus on the prime areas of learning, for example, they begin by building warm, affectionate and trusting relationships. They support and structure a successful approach to ensure children achieve their potential. Staff encourage children to explore and to take part in activities that are new to them, helping to extend their learning experiences. They listen to children and take account of what they say, resulting in children's communication progressing well. Children are extending their physical development, as they practise moving in different ways, at different speeds, throwing and catching a ball with increasing accuracy as well as learning to balance. Children are learning to handle books with care and enjoy listening to a wide range of stories being read and told to them by staff. Staff model writing for a purpose, which encourages children to begin writing their name on their artwork. They practise their writing skills during role-play, such as when writing a shopping list. Staff encourage children's counting skills through the playing of games, such as skittles. However, staff do not display numerals in purposeful contexts, therefore, children do not fully appreciate that numerals have significance. Children have the opportunity to visit different parts of the local community where they explore both the built and the natural environment. Staff introduce children to a wide range of music, which they enjoy dancing to, while staff encourage them to learn about the benefits of exercise. Children participate in mixing colours and they design and create models of their choice. They learn about major festivals, such as Christmas, Diwali, Halloween and Chinese New Year. Therefore, children are supported in acquiring the skills needed to develop and learn effectively. Staff's commitment in planning such a wide range of interesting activities, also aids children in being ready for their next stage of learning, which includes their readiness for school.

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

Children's secure attachment with their key person, results in them separating from their parents with ease and so upon arrival they swiftly engage in play. Children are learning about the benefits of leading a healthy lifestyle, as staff take the opportunity during snack, to teach children about foods that are good for their growing bodies. A variety of fruit is readily available, although children do not have the opportunity to help prepare the snack, so are not extending their confidence in their own abilities. Exercise is taken during enjoyable activities, such as going for a walk through a local nature reserve, where staff teach them about the changing seasons and to recognise and identify some plants and flowers. Children are taken for trips to the local canal, where they watch with excitement, barges going through the locks. Children are becoming ever more independent in managing their own personal needs, such as hygiene, due to staff teaching children, for instance, about the importance of hand washing when necessary.

Consistent and clear guidance aids children's understanding about what is acceptable behaviour. Therefore, children have a good understanding about what is expected of them, leading to self-discipline and consideration for others. Children are learning to keep themselves safe. For example, they learn about road safety when on outings. When in the nursery, they are taught to remain safe, such as when using scissors with care and to avoid bumping into each other when riding wheeled toys when in the garden.

The nursery is warm, bright and stimulating and good quality resources are within children's reach, to help support children's all-round development. Staff make effective use of the resources available both indoors and out, to enable children to make continuous progression.

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

There is a clear safeguarding statement that staff have read and understand. Therefore, they are fully aware of the procedure to follow should they have a concern. A designated person is responsibly appointed to ensure that safeguarding concerns are dealt with promptly, appropriately and sensitively. A robust system is in place for recruitment and vetting of all staff, so that children are cared for by suitable adults. Premises are secure and staff carry out daily visual checks, as well as written checklists, enabling staff to minimise potential risks to children.

Partnership with parents is strong. Staff provide relevant information about the nursery and seek their views as well as valuing observations about their children. Parents report that staff are 'kind', 'interested in their children's lives at home', and 'willing to listen and help rather than judge'. They are kept up-to-date about their children's progress, which is achieved verbally during arrival and departure time, as well as with written reports. Each child has a learning journal, which details their progress, which parents are able to access at any time. Staff work with parents to plan children's next steps in their learning and encourage them to continue their learning at home. Open afternoons and coffee mornings

provide a good opportunity for both parents and staff to discuss their children's learning and development. Good partnerships with a broad range of professionals help to target, support and review the arrangements for children with special educational needs and/or disabilities, which includes the local authority. Staff have a very strong relationship with a local children's centre, and encourage parents to attend, as they are welcome to participate in a wide range of parent classes, including cooking and behaviour management courses.

Transition to school is eased, due to staff making contact with local teachers and inviting them into the nursery to meet the children. Staff also visit the schools, where they take photographs of the premises and teachers, which they share with the children upon their return. Staff also establish links with other settings in the area that children also attend, resulting in consistency of care and learning.

Staff are good role models and work well as a team. They have a strong vision and reflect good relationships, as well as ensuring equality of opportunity for all. They have a secure understanding of their roles and responsibilities and work together to help all children make consistently good progress. Staff's professional development is managed well, so that teaching and learning is improved. An effective system of self-evaluation helps to identify areas for development, such as staff's ambition to make significant improvements to the outdoor play area.

There is an effective overview of the curriculum through successful planning and assessment, which are suitably monitored, to ensure staff have an accurate understanding of all children's skills, abilities and progress. This has sufficient depth and breadth to enable staff to target those children who require extra support, and to seek appropriate intervention if required.

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

Unique reference number	EY367438
Local authority	Dudley
Inspection number	912774
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Wordsley Pre-School & Playgroup
Date of previous inspection	09/01/2009
Telephone number	07817682421

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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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