

Willingtots Pre-School

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

Inspection date	09/07/2013
Previous inspection date	23/10/2012

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

- Children are secure, happy and enthusiastic. Practitioners take time to get to know each child, offering them activities that interest and stimulate them. This supports children in developing positive attitudes in preparation for their future learning.
- Practitioners interact well with the children and encourage good communication and social skills. Children respond positively to this, aiding them in developing the skills that support their independent interactions.
- Practitioners and managers have a confident understanding of the Statutory framework for the Early Years Foundation Stage. They carefully monitor children's development and plan relevant activities. Therefore, they can ensure that all children are offered the support they need in order to make good progress.
- Practitioners and the committee work well together and are committed to developing the setting. Their thorough evaluation of all areas ensures that children are offered an environment that is safe and stimulating.

It is not yet outstanding because

- Opportunities for children to gain an even greater awareness of the wider diversities of society are not fully explored.
- Partnerships with other providers are not used fully to include the consistent sharing of detailed information to further update children's assessments and inform the planning.

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 observed activities in the two main rooms and in the outside area.
- The inspector held meetings with the setting manager and the chairperson of the management committee, and carried out a joint observation with the manager.
- 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 form 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 was registered in 1971 and is on the Early Years Register. It is situated in a community building in Willington, Bedfordshire, and is managed by a voluntary management committee. The setting serves the local and neighbouring areas and is accessible to all children. It operates from two main rooms and there is an enclosed area available for outdoor play.

The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and three hold qualifications at level 3 or above.

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. There are currently 25 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 further improve the quality of the early years provision the provider should:

- enhance the educational opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and traditions
- develop further the arrangements for information and partnership working with other people who care for the children.

Inspection judgements

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

Practitioners have a thorough understanding of the Statutory framework for the Early Years Foundation Stage. They use this, and their good understanding of each child, to ensure that children are happy and are offered activities that support their good progress. This contributes to children feeling secure and developing a positive approach to their play and learning. Children are supported well in developing the skills to learn effectively and to achieve. Practitioners ensure that children have easy access to interesting resources, encouraging them to experiment and develop their ideas and problem-solving skills. For

example, children enjoy exploring the soft play shapes and blocks. They start by making towers and comparing the varying sizes of these. They then go on to work together to combine the different shapes and determine which combinations make the sturdiest structures.

There are good procedures to work with parents in order to assess and review children's needs and promote their development. For example, practitioners collect initial information to evaluate children's starting points, giving them a clear picture of their individual needs and developmental stages. This information informs the planning of initial activities and is used to monitor children's progress. Good communication with parents means that they have opportunities to share updates about their children. For example, they are encouraged to provide written information and photographs that illustrate children's interests and recent activities at home. Practitioners ensure that parents are aware of the current planning and are, therefore, supported in continuing their child's learning at home.

Practitioners observe children as they play and keep a record of their current interests and favourite resources. This information is assessed weekly in order to develop children's next steps and is used to inform the planning of further activities. Thorough tracking enables practitioners to check that all children are making good progress. Children's enjoyment of their time is enhanced and their learning is promoted as practitioners are observant. They note what children are playing with and respond to this to ensure that they have a wide range of play opportunities in all areas of the setting. For example, practitioners note that children have not used the water tray indoors and so take this outside. Children quickly note this and enjoy playing with the water and using the various containers and implements.

Good staff interaction means that children are supported well in developing their language and communication skills. For example, children sit under the climbing frame with a practitioner, who makes up a story. The children are totally captivated and eagerly add their own ideas and scenarios. The practitioner ensures that all children are included in this and gently encourages them to listen to the views and ideas of others. Children enjoy a wide variety of activities that promote their physical development. For example, action rhymes and use of the climbing frame help them to develop skills in balance, control and coordination. Children are offered appropriate opportunities to learn about other cultures and ways of life. For example, they participate in activities to celebrate festivals, such as Eid, Christmas and Chinese New Year. However, activities and opportunities are not used to the maximum to promote children's greater awareness of the diversities of society and so fully extend their learning in this area.

The setting's flexible approach to planning, and their careful evaluation of this, ensures that children have balanced opportunities to play independently and participate in structured activities. This supports them in taking an active role in their learning and enables them to work in partnership with others. Therefore, they develop essential skills for use in future life and are well prepared for school. Children are interested in the activities and their curiosity is promoted as practitioners know them well and make good use of their interests. For example, after noting that children are interested in trains, practitioners extend this by offering a wide range of linked activities. Children thoroughly

enjoy visiting a nearby disused station, making their own trains with junk-modelling materials and engaging in associated role play.

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

Practitioners implement the key person system well, aiding communication and supporting partnership working with families. This helps to ensure that children feel settled and form secure relationships with practitioners. Their continuous monitoring of children enables practitioners to check that children's needs are met and they are making good progress in relation to their starting points. Practitioners' sensitive interaction with children encourages them to express their preferences, needs and opinions. This supports children in developing their communication skills and a positive approach to learning. Children are, therefore, well prepared for the move to school. This is further supported by the setting's thoughtful procedures. For example, prospective teachers visit children at the setting and practitioners exchange relevant assessment information with them.

The setting's thoughtful procedures support new children in quickly settling. For example, key persons gather information from parents about their child's needs, likes and abilities. They use this information to inform the initial planning of activities and resources. Children's transitions within the setting are natural as practitioners support them in playing in mixed age groups. Therefore, children have opportunities to learn from each other and develop the skills that support their learning and social interactions. Thoughtful daily procedures further ensure that children feel welcome and valued. For example, each child has their own drawer and they enjoy putting items and drawings in here to take home later.

Children gain a good understanding of appropriate behaviour as practitioners offer them clear explanations. They are encouraged to share the resources and to care for each other and their environment. This is gently reinforced as practitioners read children relevant stories that illustrate these principles. Children are supported well in developing their self-care skills. For example, they help chop the fruit for snack time and help themselves to drinks during the session. Children gain a good awareness of the importance of healthy lifestyles. For example, they participate in aerobics and enjoy running around the field. They note their increased heart rates, raised temperatures and aching muscles, therefore developing their understanding of the benefits of exercise. Practical activities, such as a dentist visiting the setting, help children understand the importance of good hygiene routines. Ongoing explanations from practitioners support children well in building their understanding of safety. For example, children learn how to use the large outdoor play equipment safely and competently.

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

The manager acts as a good role model to practitioners and ensures that they are well supported in all areas of their work. Her thorough monitoring of practitioners' performance means that she understands and values their work and supports them in developing their practice. For example, the annual appraisal system is used to review the training needs of

each practitioner and to develop training plans. The manager, practitioners and the voluntary management committee work well together and have a good understanding of each other's roles and responsibilities. They also have a good knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. This helps them to ensure that they are promoting children's health, welfare and development to a high standard.

The manager monitors children's records to check that all are offered a wide range of play opportunities that support their good progress towards the early learning goals. Practitioners are experienced in liaising with other professionals in order to support children and their families when needed. There are clear procedures for sharing information with others caring for the children. For example, practitioners talk with childminders and the manager telephones other nurseries. However, these procedures are not used to the optimum to share detailed information, in order to fully update children's progress and plan further activities. Good partnerships with parents mean that they are kept well informed of their child's progress and activities. For example, they regularly view their child's assessment records and receive the setting's newsletters.

The setting's comprehensive self-evaluation covers all areas of their work and includes feedback from children and parents. This supports the manager and management committee in gaining a clear picture of the strengths and any areas for improvement. This information is used to inform the development of action plans that lead to improvements in the provision for children. For example, recent changes include the development of a dedicated area for crafts and messy play, This means that children now have easier access to these resources and can explore and extend their learning. Children's welfare is promoted well because arrangements for safeguarding are thorough. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child. There are robust procedures to ensure that all practitioners are suitable to work with children. These procedures extend to the checking of committee members to ensure that all are suitable. Comprehensive risk assessments ensure that hazards are removed or minimised. There are appropriate fire safety procedures in place. These include fire risk assessments, regular practises of the emergency evacuation procedure, displaying of regulatory procedures and the testing of electrical and fire fighting equipment. Overall, these procedures mean that children play safely and enjoy their time at the setting.

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	219266
Local authority	Bedford Borough
Inspection number	924600
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	25
Name of provider	Willingtots Pre-School Committee
Date of previous inspection	23/10/2012
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, 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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