

Weaverthorpe Pre-School

Derwent Crescent, Arnold, Nottingham, Nottinghamshire, NG5 6TA

Inspection date	19/07/2013
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 form strong attachments and relationships with staff because of the good settling-in process. As a result, children settle quickly and become keen learners.
- Staff provide children with a wide range of interesting and stimulating activities, which helps them to make good progress.
- Children's safety is effectively promoted through the implementation of good safeguarding and welfare procedures, which help keep the children safe at all times.
- Effective partnerships with parents means there is a cohesive approach to meeting individual children's needs, ensuring there is continuity of care and learning.

It is not yet outstanding because

- Staff do not always extend children's language skills by holding in depth conversations to extend vocabulary or introduce new words to help them fully express themselves.
- Children's play is sometimes interrupted. As a result, they are not always given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

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 held discussions with the manager and deputy manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and snack time.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the pre-school's policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Weaverthorpe Pre-School registered in 2006 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary committee and operates from purpose built premises, on the site of Ernehale County Junior and Infant School in Arnold, in Nottinghamshire. The pre-school is open Monday to Friday, from 9am to 3.30pm. Sessions run from 9am to 11.45am and from 1pm to 3.30pm, term-time only. Children may attend for extended sessions, which includes a lunch club. Children have access to a outdoor play area. It serves the local and wider communities.

There are currently 65 children on roll, of whom all are in the early years age range. Children attend for a variety of sessions. The pre-school receives funding for the provision of nursery education to two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

The pre-school employs 12 members of staff. Of these, all staff hold an appropriate Level 3 qualification in early years. The pre-school is a member of the Pre-school Learning Alliance and 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:

- enhance children's language skills, by taking opportunities to talk in depth to them about what they are doing and introduce specific words linked to the context of their play, so that they can fully express themselves and talk about their experiences
- review children's snack time, to ensure children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction.

Inspection judgements

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

Children are happy and content in this bubbly friendly pre-school. They enter the pre-school with excitement and have a positive attitude to learning. They eagerly choose a toy or activity and quickly become involved in their play, showing good characteristics of effective learners. Staff have a secure knowledge of the learning and development

requirements of the Statutory framework for the Early Years Foundation Stage. They understand well that children learn best through play. They obtain relevant information from parents about their children's preferences, characteristics and capabilities before they start pre-school. This information is used effectively along with the pre-school's initial assessment to inform children's starting points. As a result, staff can plan for children's interests as they start pre-school. Consequently, they settle quickly down to pre-school life.

Staff continue to teach, observe and assess children while they play. They analyse their findings and identify children's learning priorities well and use this information to inform future planning. As a result, staff are able to provide activities that challenge each child and children are making good progress towards the early learning goals. Assessment is robust enough to enable staff to identify any gaps in children's learning and complete successfully the progress check at age two. This means, early intervention can take place to target specific issues or problems to help individual children's learning. Children with special educational needs and/or disabilities are successfully supported, so they make good progress in relation to their starting points. For example, visual picture cards are in place to help them communicate easier, these include a visual routine. Staff also adapt their interactions to support their individual needs and enable them to join in activities. Children are acquiring good skills and learning to prepare them in readiness for school.

Staff foster children's communication and language generally well. They are constantly talking to children and asking open-ended questions while they play. However, they do not always hold in depth conversations, extend children's vocabulary or use words in the context of their play. For example, while children play with 'Noah's ark', water and the animals; staff do not mention the animals in pairs, refer to the popular song about Noah's ark, or that boats float. In contrast, however, when staff are delivering focused activities they use very good communication, which helps children to fully express their language.

Children are well motivated, they explore and investigate and instigate their own play. One example, of this is when, two children are playing in the outside role play area with the sit and ride cars, water and buckets. They wash the cars, fill up with petrol and oil, set off on a journey around the play area, arrive at the play house and park their car. They chat to each other as they are doing this and negotiate what to do. However, this play is interrupted by staff, who call children in to have group snack time. These children do not return to the role play to continue their play after snack. As a result, they are not given sufficient time to pursue their learning without interruption, to complete or return to their activities to their satisfaction.

An appreciation of books is evident and children enjoy sitting in the cosy book area and selecting their books to look at. Stories play a large part of the pre-school's teaching of literacy skills. Children participate in focused activities that involve stories very well. For example, a story involving animals and a red bath captures their interest and enables them to use their imagination and creative skills effectively. Children listen attentively and concentrate well. They contribute to the story and predict the ending as staff positively encourage this and use props to hold their attention. They extend children's learning, by using bubbles and a piece of lycra materials. Here, children can relate to the bubbles in the story. They sing nursery rhymes and songs and have great fun with action rhymes.

These activities, along with learning to write their names and shopping lists, help children to develop their early literacy skills effectively.

Staff promote mathematical skills well through everyday activities and specific activities. Children count by rote as they play, use number games and learn how to weigh objects. Staff support this effectively and encourage children to use mathematical language, such as, heavier, lighter, more or less, to help them understand about measuring weight. Children use the computer skilfully and negotiate control of the mouse as they play games to enhance their learning. This helps, along with using cause and effect toys, their information communication and technology skills. Children are developing good handling and movement skills, there are many opportunities for them to handle tools, such as, construction, puzzles, chinks and paintbrushes. Outside provides areas for children to ride sit and ride toys, play with small equipment, climb and balance on the slide. Children use all this equipment effectively to help develop their physical skills well.

Parents are invited to view children's 'learning journal records', whenever they wish and make comments on how their children are progressing. There is an ongoing exchange of information between the key person and parents, which enables them to exchange any achievements children make, successfully. Parents have opportunities to discuss the progress of their children in more depth on parent's open days. The pre-school also offers suggestions as to how parents can be more involved with their children's learning. For example, children take Murray the bear home. They draw pictures and write about what he has done with them while at home. At circle time they share experiences with their friends. This means, both parents and staff are fully meeting the needs of children's learning effectively.

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

Staff greet children warmly on arrival and they settle well and play happily, showing they are secure in the pre-school. They quickly develop close relationships as they have one-to-one support from their key person. This supports them in developing trusting relationships and forming strong attachments to familiar adults. Families are encouraged to attend the pre-school before children start to ease their transition from home to the pre-school environment. The transition from pre-school to school is effectively planned and children receive good support from their key person's to help them with this move. Children have opportunities to visit the school they will be attending. Staff pass on children's achievements and personalities to provide continuity of care. This ensures children do not lose confidence when in a new environment. This is further enhanced to help them move from one establishment to another.

Children play in a calm, relaxed environment. They show good care and consideration for one another. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important skills, such as, hand washing, putting on their own coats and serving themselves at snack time.

Children are accommodated in a clean, well ventilated, comfortable environment that is well organised. Staff put a lot of effort into the presentation of the learning environment. As a result, children play in interesting, attractive and child-friendly surroundings. They gain a good sense of belonging as they can see examples of their artwork displayed creatively. One example of this is, the display about the seaside, which is three dimensional and shows different art techniques children have completed and uses shells, buckets and spades. The pre-school is set up to enable children to explore and investigate their surroundings. Low-level units and clearly labelled resources enable them to select activities and resources, promoting their independence and decision making skills from an early age. Children explore an interesting range of good quality resources, which cater for all areas of learning.

Staff provide opportunities for children to learn about safety. This is done through discussions and themes, such as 'People who help us', where children learn about the roles of fire fighters and police. Staff also provide gentle reminders about not throwing sand and running inside to keep them safe while they play. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Healthy lifestyles are effectively promoted as the pre-school provides a healthy snack freshly prepared by children in the designated snack area. This area contains posters of healthy food and children's work on eating healthy. Children make comments about themselves getting big and strong, when they eat their snack. This shows they are understanding that food directly affects their bodies. Children have daily opportunities to be physically active in the outside environment, so they learn about the importance of exercise.

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

This inspection was brought about because of a concern regarding the accident of a child. The inspection found that this was the case. However, the findings found that the nursery management and staff followed the correct procedures and could not have prevented the accident. Since this situation occurred, management have put extra steps in place as precautionary measures and to minimise hazards further. For example, they have reviewed the risk assessment on outside play, including the slide. Monitored the supervision of children outside and reviewed the accident procedure. As a result, children are protected from harm and kept safe at all times.

Children play in a secure safe environment and are supervised at all times by staff. Staff have a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures are very good and staff have attended safeguarding courses. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Recruitment procedures are rigorous to ensure staff suitability. They include a thorough induction process and a three month probationary period. This ensures that all staff working with children are suitable to do so and competent to fulfil their roles.

Risk assessment is comprehensive. It covers the premises, aspects of children's play both indoors and outdoors, including the large equipment, such as the slide and trips out.

Documentation for the safe and effective management of the pre-school is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. For example, the accident procedures are detailed and accident records are completed accurately and contain relevant signatures, details of how the accidents occur and if it could have prevented. This ensures children's safety and well-being is effectively promoted.

Management have a positive attitude to improving their service. They have successfully completed their recommendations from the previous inspection well. Staff monitor children's learning efficiently. As a result, all children are progressing within the expected development bands. To monitor staff's performance there are comprehensive supervisions and observations of staff in place and a detailed appraisal processes that are conducted by the committee. These have identified training for all staff and management have put together a training programme. Self-evaluation is a strength of the pre-school. The manager and her team have identified areas of improvement. They have involved the parents and children in this process, by asking parents to complete a questionnaire. There is in place a detailed action plan that covers areas for improvement throughout the pre-school. One of the improvements is to develop a forest school as part of the pre-school.

The pre-school has developed strong relationships with parents. They are committed to seeking their views in a variety of ways to further enhance children's care and learning. They have daily conversations and meetings. As a result, staff have produced a new 'pack' for new parents. As part of this 'pack' there is a photograph book of staff and items around the pre-school. This enables both parents and children to be familiarised about the pre-school before they arrive. Children's needs are well meet through effective partnership with parents. In the event of any concerns about children's development, including children with special educational needs and/or disabilities, staff liaise external agencies to share information to implement early intervention. As a result, staff are able to receive the support they need for all children.

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

Unique reference number	EY331098
Local authority	Nottinghamshire
Inspection number	924342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	65
Name of provider	Weaverthorpe Pre-School Centre Committee
Date of previous inspection	05/05/2010
Telephone number	01159265644

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

