

Wingerworth Pre School

Hunloke Park Primary School, Lodge Drive, Wingerworth, CHESTERFIELD, Derbyshire, S42 6PT

Inspection date	07/10/2013
Previous inspection date	19/01/2009

The quality and standards of the early years provision	This inspection:	3
	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		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

- Children are well prepared for the next stage of their learning as there are good links with the adjacent school and, in particular, through the shared activities each week.
- The pre-school works well with other professionals and external agencies to ensure children get the support they need.
- There is a balance of child-led play and adult-led activities that result in opportunities for children to explore their surroundings and engage in active learning with a good selection of age-appropriate resources.
- Observation and assessment is used effectively to identify children's learning needs which are incorporated into focused activities that engage children in learning.

It is not yet good because

- The pre-school has not implemented an effective procedure to record concerns or complaints received. This is a breach of requirements.
- Children do not have a key person in place when they start at the pre-school. This does not fully support the opportunity for secure and settled relationships to be built with children and their parents right from the onset.
- Information regarding children's daily care is not always shared with parents because an effective system is not in place that ensures staff consistently communicate messages.

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 spoke with the manager and staff at appropriate times during the inspection.
The inspector sampled a selection of documentation, including safeguarding procedures, performance management monitoring records, children's records, self-evaluation record, planning documentation, and written policies.
- The inspector observed activities indoors and in the outdoor area.
- The inspector took account of the views of a range parents spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Susan Wilcockson

Full Report

Information about the setting

Wingerworth Pre School has been registered since 1992, but re-opened when it moved premises in 2008. It is registered on the compulsory and voluntary parts of the Childcare Register as well as the Early Years Register. It operates from a room in Hunloke Park Primary School in the village of Wingerworth, Derbyshire. There is an enclosed, outdoor play area. The setting supports children with special educational needs and/or disabilities.

The pre-school group serves the local area and surrounding villages. It opens five days a week, during school term time only, between 8.15am and 4.15pm. The pre-school employ 11 staff, nine of whom have a relevant childcare qualification and work directly with the children. The group receives support from a local authority. The setting is managed by a committee, who delegate day-to-day responsibility to the manager and staff. There are currently 59 children on roll, between two years and five years of age.

What the setting needs to do to improve further

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

- develop and implement a complaints procedure that ensures all concerns and complaints from parents and/or carers, and their outcome, are recorded
- implement an effective key person system that builds secure relationships with children and their families with specific regard to the first few weeks when a child starts in the pre-school.

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

- improve the process for sharing information with parents about their child's daily care, particularly where key persons are part time and share a role.

Inspection judgements

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

Children play, learn and develop in an environment that supports their holistic development. As a result, they learn a good range of skills necessary for their move onto school when the time comes. There is a balance of child-led play and adult-led activities that result in opportunities for children to explore their surroundings and engage in active

learning with a good selection of age-appropriate resources.

The outdoor environment supports a variety of physical activities as children engage in games with balls, hoops and bikes. Children learn new skills as staff model how to twirl a hoop around their waists. Indoors, small muscle movements are developed as children actively put a train track together or roll out the dough and make shapes using cutters. Children recall experiences and learn how to solve problems. For example, an activity using ice extends from an interest the previous week where children froze water in different containers. Children discuss how they can warm the containers to release the ice. They develop an extended understanding of language as staff model words, such as 'gliding' and 'sliding' as the children push the ice across the tray.

Staff support children to express their feelings. Children engage in making puppets using a range of craft materials available to them. Staff talk to children about making happy faces and sad faces. A child is asked what would make his puppet happy to which he replies 'Me, I make it happy'. Children develop understanding of the world around them and themselves through the 'my family' tree, growing and planting outdoors and the small world resources available to them. Children enjoy group routines, such as story time and singing time and develop an awareness of culture through the festival events they share with the school.

Knowledgeable staff support children's learning and development in the prime and specific areas. Observation and assessment is used well to identify children's learning needs, which are incorporated into focused activities that engage children in learning. An initial assessment of children's starting points for learning is carried out with detailed information gained from parents about their child along with observational notes. Children's progress is tracked against the expected stages of development for their age. Next steps for learning are planned for, taking into account the child's interests. The pre-school ensures that children's interests are reflected in the planning as they engage parents each term to fill in 'interest bears' for their child.

The pre-school provides a summary of the child's progress in the areas of learning within the Early Years Foundation Stage each term. This is shared with parents who are encouraged to comment on their child's development and learning. The manager and staff demonstrate a secure understanding of the 'progress check at age two', ensuring this is carried out at an appropriate time and shared with parents. Children with special educational needs and/or disabilities are supported effectively by staff. This is because staff work with external agencies to meet the needs of children. Intervention strategies have been effectively implemented. For example, the 'Every Child a Talker' monitoring tool is used to support the assessment of children's language and communication skills. A member of staff is undergoing training to become the Early Language Lead Practitioner for the pre-school.

The pre-school supports parents in their knowledge and understanding of children's development. They provide information for parents about mathematics and literacy learning as well as guidance for care practices, for example, toilet training, immunisation and the use of dummies.

Children are well prepared for the next stage of their learning as there are good links with the adjacent school. For example, each week there is planned time for the foundation stage unit within the school to join with the pre-school and activities are planned that support the children to move freely between the rooms and the outdoor spaces.

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

Children are invited in for settling-in visits before they start, which supports them in their preparation for their move into the pre-school. The manager allocates a key person to children when they have settled but this is not in place when a child makes their initial visits. This impacts on children making secure attachments to a key person and effective relationships with parents being built in those first few weeks where information about the child can be shared. However, when a key person is allocated, children and families develop positive relationships with their key person.

Children's behaviour in the pre-school is good. Children help to develop their own 'golden rules' and a star chart is used to reward children for kindness and helpfulness. There is a behaviour management policy and procedures in place. The staff are proactive about supporting children in their awareness of potential risks and an explanation given. For example, a child finds a feather outside and is reminded by the staff to wash his hands after he has looked at it in case there are germs that might make him poorly.

The environment provides stimulation for children that supports their social and independent well-being. Children can freely choose their activities and the environment supports independent play as well as cooperative play, for example, as the children build a train track together and share the trains. The pre-school has an outdoor environment that children can freely access as well as the use of the school playing field for group activities, such as sports day.

The pre-school supports children to become independent with self-care skills. A cafe style snack enables children to serve themselves with drinks and snacks. Children competently pour their own milkshake and spread a choice of jam or lemon curd on their crackers. Younger children are supported to learn these skills as a member of staff guides them to pour their drink. Children have access to a water dispenser at all times, supporting their understanding of the importance of staying hydrated. A packed lunch is provided by parents and the pre-school encourages children to eat healthily by providing guidance for parents. Children are supported in their toileting skills and appropriate procedures and facilities are in place for changing nappies with the frequency in which they are needed. Occasionally, information about a change observed to a child's daily care routine is not passed on to parents when children are collected. Therefore, parents are not always fully informed about their child's well-being and how to support them at home, if required.

Children are well prepared for their next stage in learning. The planned activities with the adjoining foundation stage support children in their knowledge and understanding about school life. The pre-school works with other schools and invite Reception teachers in to visit the children. They also provide support when children visit their new schools.

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

The inspection was prioritised following concerns received by Ofsted about communication with parents and settling-in arrangements. The inspection found that the key person system is not completely effective right from the start of a child's care to ensure that the child's initial sessions are supported and information clearly shared between the home and pre-school. Furthermore, a written record of complaints is not maintained, together with their outcome, which is a breach of requirement and does not help ensure that the pre-school offers a transparent service.

Staff have a clear understanding about the procedures to follow if they have concerns about a child in their care and who is the designated safeguarding officer for the pre-school. All staff have completed safeguarding training. The pre-school has clear procedures that ensure children's safety and well-being. For example, accurate records of accidents are maintained, regular fire evacuation drills are practised and ratios of staff to children are maintained at all times. Furthermore, there are safe procedures in place for the collection of children. For example, if the parent or carer is unknown to the staff, a password system is implemented.

All staff have a Disclosure and Barring Service check and an induction process and training handbook is in place for new staff. Annual appraisals ensure that performance is monitored and appropriate training sought and support offered. Monthly staff meetings enable staff to reflect on performance and the provision offered for children. The manager has implemented a tracking system taken from each term's summary assessment which gives an overview of each child's progress and development and highlights gaps in learning for individuals and groups of children. A meeting is held each term following the summary assessment to highlight areas of weakness with specific children and patterns that may emerge within specific areas.

The manager carries out an annual self-evaluation of the practice and provision. The pre-school also carries out a Quality Improvement Support Programme audit with the Early Years Improvement Officer for the local authority. This identifies areas for improvement to be addressed and these are shared with staff through staff meetings. Parent's feedback is taken into account. For example, the pre-school is considering a further parents evening following the positive feedback received after the last one held. The pre-school works well with other professionals and external agencies to ensure children get the support they need. There are good links with the area's children's centre and the pre-school is part of the local network of early years providers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register).

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	EY378209
Local authority	Derbyshire
Inspection number	938308
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	59
Name of provider	Wingerworth Pre-School Committee
Date of previous inspection	19/01/2009
Telephone number	01246563355

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

