

Whiston Pre-School

Whiston Junior & Infant School, Saville Road, Whiston, ROTHERHAM, South Yorkshire, S60 4DX

Inspection date	29/11/2013
Previous inspection date	14/01/2010

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

- The quality of teaching is consistently good because practitioners have a secure knowledge of how to promote the learning and development of young children and what they can achieve. Consequently, children are acquiring the necessary skills to become ready for school.
- Effective partnerships with parents means there is a continuity of learning between the pre-school and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they are learning to play cooperatively with their friends, which demonstrates their sense of self, and their early understanding of making relationships.
- The management team and practitioners have a clear understanding of the safeguarding and welfare requirements, to help keep children safe.

It is not yet outstanding because

- Occasionally, there are fewer opportunities in the outside area to arouse children's awareness about aspects of their familiar world, such as the place where they live, to promote even further their already very good understanding of the world.

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 main playroom and the outdoor learning environment.
The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form and improvement plan.
- The inspector spoke with the manager, deputy manager, practitioners and children at appropriate times throughout the inspection.
- The inspector spoke with parents to gain their views on the quality of the provision.
- The inspector looked at a sample of children's assessment records, risk assessments and policies and procedures.

Inspector

Jane Tucker

Full report

Information about the setting

Whiston Pre-School was registered in 2004 and is on the Early Years Register. It is situated in a purpose-built building within the grounds of Whiston Junior and Infant School in Rotherham South Yorkshire. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs eight members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and level 3 or above.

The pre-school opens Monday to Friday term time only. Sessions are from 8am until 1pm and 12.30pm until 4pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide opportunities for children to ask questions, and notice features of their local environment, for example, by examining simple maps and visiting local places, and to record their findings by making models or taking photographs, so their learning is promoted towards excellence.

Inspection judgements

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

Teaching is consistently good throughout the pre-school and all practitioners have a thorough understanding of how children learn. Children are provided with a broad range of stimulating experiences that cover the seven areas of learning. As a result, children gain the necessary skills that will help ensure that they are ready for school when the time comes. Parents contribute to their children's initial assessment on entry. Practitioners use observations to accurately establish how each child is progressing and to determine the next steps in their learning. Activities are planned to meet children's individual needs and interest, therefore, children are making good progress in relation to their starting points. The completion of the progress check at age two ensures children's development is tracked and early intervention is sought if necessary. Children with special educational needs and/or disabilities are supported by caring practitioners who understand their needs well. Practitioners work in partnership with outside agencies to produce individual education plans to support children's development towards the early learning goals. Children are offered a good range of books which promote their early interest in literacy and reading. They listen attentively to stories, and answer questions about the illustrator

and where they would find the title of the book. Open questions about the characters in the book allow children to promote their communication and language skills, as they describe what they see. For example, one child says 'That monster has got three eyes', demonstrating her ability to use language as a mean of sharing her thoughts. Circle time activities encourage children to show an interest in the way musical instruments sound, promoting their early curiosity in media and materials. Children copy actions as they sing well known nursery rhymes and favourite songs and some children attempt the signs and symbols of 'Makaton' to support their spoken language.

Children demonstrate characteristics of effective learning, as they maintain focus on their building activity, and use 'bricks' to construct a 'castle'. A practitioner encourages children to use positional language, as she asks open questions about the arrangements they have made. For example, one child says 'I have put my bricks on top of each other, and now it is bigger', demonstrating his ability to understand shape, space and measure. However, there are fewer opportunities for children to create patterns and build models of features in the local environment, to promote their understanding of their familiar world. Children's early mathematics skills are fostered well, as children begin to make comparisons between quantities. For example, children recognise how many more or less cards they will need to have the same as their friends. This demonstrates their critical thinking skills, as they find ways to solve problems and understand that a group of things change when something is added or taken away.

The pre-school places a strong emphasis on working in partnership with parents, and the strong key person system ensures parents are involved in their children's learning from the start. Parents are invited to contribute their thoughts, ideas and children's interests from home in a variety of ways. This is seen in comments on children's progress reports, parents' questionnaires and children's achievement slips. This demonstrates parents' contributions are welcomed, and this shared approach successfully contributes to the good progress children make.

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

Children's personal, social and emotional development is supported well in this friendly and welcoming environment, because practitioners promote their self-confidence and self-awareness from the start. For example, children choose who they would like their key person to be. This develops their sense of self and allows them to show their early understanding of making relationships, as they form secure emotional attachments with a special person. Practitioners gather good information from parents about their child's likes and dislikes. This, together with pre-starting visits and settling-in sessions, helps children to make a smooth transition between home and the pre-school. Children enjoy their time at the pre-school and demonstrate that they feel safe and are happy to be there, as they confidently say 'goodbye' to their parents and grandparents. Play spaces are organised well and resources are of a good quality and stored at age-appropriate heights. This allows children to be independent, play with their friends and use their imagination.

Practitioners are good role models. They work well as a team, set good examples and are deployed well. Frequent praise and encouragement raises children's self-esteem and

encourages positive behaviour. Practitioners help children to understand and recognise the rules for being together. They ensure that all children have the opportunity to join in with activities. As a result, children demonstrate friendly conduct and show a strong ethos of including each other, as they take turns and play cooperatively with their peers. Continuous snack provision allows children to listen to their bodies and decide when they are hungry or thirsty. This promotes children's independence skills and their learning about self-care, as they begin to understand and recognise their own personal needs and take action to meet them. This social occasion also allows children to develop their communication and language skills. For example, children demonstrate their early understanding of humour, as one child tells her friend a joke, which makes them both laugh.

Practitioners ensure that good hygiene practices keep children safe and healthy. For example, good nappy changing procedures are followed and children are learning the importance of washing their hands after going to the toilet and before mealtimes. Children learn about healthy food options, as they play games which promote their understanding of healthy food choices. Frequent opportunities are provided for children to enjoy daily fresh air and take part in a range of activities, to promote their physical development. For example, children have space to run around and access a range of surfaces such as, flat and hilly ground, to promote their large muscle development. Here children learn to take sensible risks, as they make ramps which they walk up and down, putting out their arms to balance and keep themselves safe. Children's transition is supported well and practitioners ensure that they have opportunities to meet their new teachers. They attend events in the school, such as the nativity play. This helps children to know what to expect and emotionally prepares them for their move into school.

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

The management team and practitioners confidently demonstrate their knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners attend relevant training, and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity, to protect children in their care. Safeguarding policies and procedures include the procedure to be followed in the event of an allegation being made against a practitioner. In addition, they include the use of mobile phones and cameras, to protect children from their misuse. Daily risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards, to help keep children safe and well. Robust recruitment procedures help to ensure that all practitioners have the appropriate qualifications and skills to fulfil the requirements of their role. Furthermore, all practitioners are vetted by the Disclosure and Barring Service, to help to ensure their suitability to work with children.

The good induction and subsequent supervision and appraisal meetings, help make sure that practitioners' performance and the quality of teaching is monitored well, to promote the interests of all children. All practitioners are committed to improving their knowledge and understanding of childcare practice and make the most of opportunities to attend

training to benefit children. For example, they have attended level 8 Makaton training, Teaching English to speakers of other languages, Thrive training and have recently completed Healthy Foundations and Quality In Action accreditation. In addition, practitioners are also encouraged to improve their qualification levels wherever possible, to support children's learning and development. Effective tracking and monitoring systems help to ensure that planning and assessment are consistent and all aspects of each area of learning are fully covered. Consequently, children's assessment records display an accurate representation of their skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected levels of development.

Children, parents and practitioners actively contribute to the pre-school's self-evaluation and collectively recognise strengths and areas for improvement. This demonstrates their shared vision for quality and helps foster a mutual culture of continual improvement. Partnerships with parents are strong and very good working relationships have been developed. Parents spoken to on the day of the inspection talk positively about the pre-school and feel that practitioners keep them well informed about their children's learning and progress. The pre-school also has good links with other professionals and information and support received from services, such as the 'hearing impairment team', is used well to meet children's needs. Consequently, children receive continuity of care and learning, as practitioners share mutual support and ideas for best practice, to ensure no child is disadvantaged.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY283915
Local authority	Rotherham
Inspection number	877715
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	60
Name of provider	Whiston Pre School Committee
Date of previous inspection	14/01/2010
Telephone number	01709 828003

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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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