

Woolwell Under Fives Community Pre School

Bickleigh Down C of E Primary School, Woolwell Road, PLYMOUTH, PL6 7JW

Inspection date	23/04/2014
Previous inspection date	27/02/2012

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

- Staff work continuously to closely monitor children's development and progress. This helps to ensure children's changing learning needs are continually met.
- Staff gather relevant information about children when they first join the pre-school which helps to settle them well.
- The management team reflects well on the strengths and weaknesses of the provision and strives to improve practice. This promotes good outcomes for all children.
- The setting has good systems in place to share information with parents.

It is not yet outstanding because

- Staff have not fully formed links with the adjoining school, which reduces opportunities to help children to settle more easily when starting school.
- Staff do not provide interesting things for children to see or communicate about in the nappy-changing area. This slightly reduces opportunities for learning and close interaction during this one-to-one routine.

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 observed children in adult-led and child-initiated activities.
- The inspector sought the views of parents, staff and children through discussion and feedback in questionnaires.
- The inspector scrutinised documentation relevant to children's learning, such as observations, scrap-book journals and developmental assessments.
- The inspector had a meeting with the manager and, with them, conducted a joint observation of an adult-led activity.

Inspector

Tristine Hardwick

Full report

Information about the setting

Woolwell Under Fives Community Pre-School has been operational for several years but registered in its current premises in 2011. It is run by the trustees of Woolwell Under Fives. It operates from a designated unit in the grounds of Bickleigh Down Primary School in the Devon district of South Hams. A secure area is used for outdoor play activities. The pre-school is open each weekday from 7.30am until 6pm during term time only. Holiday care is available on demand. Places are offered for a maximum of 30 children aged from two to eight years at any one time. There are currently 43 children attending who are in the early years age group. The pre-school receives funding for the provision of free early education to children aged three and four years. Staff support children with special educational needs and children who learn English as an additional language. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff. Of these, seven hold appropriate early years qualifications at level 3 or above, one holds a qualification at level 2 and there is also one apprentice. The manager holds Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- develop further opportunities to make links with local schools to further prepare children for their move into the reception class
- develop nappy-changing routines so that children can see interesting resources and objects around them which contribute to creating close interaction with staff.

Inspection judgements

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

Staff engage children's interest in learning because the provision is bright and well laid out. The room is divided into various sections that are dedicated to different learning areas. For example, these include a book corner, mark-making and creative areas which encourage children to explore. There are a variety of interesting displays on the wall showing positive images of children, expressions of feelings and children's work. The children enjoy looking at these throughout the day. This encourages children to reflect on their experiences and help to develop feelings of satisfaction and achievement. Staff ensure that resources are well placed at children's height and encourage them to choose activities independently. For example, after story time, staff ask children what activity they would like to do and each becomes engaged in activities of their choice.

Staff record children's specific abilities when they start at pre-school through discussion with parents and general observations. This helps them to formulate realistic targets and plan activities which help children to achieve them. They monitor children's changing interests and continually adapt the learning programme accordingly, which helps to keep children fully engaged. Staff record children's progress in a 'scrap-book' style journal, which is linked to more formal progress assessments. This helps staff to identify areas where children are progressing well and any gaps in their learning so that they can put appropriate strategies in place if needed. For example, specialists attend the pre-school to help support children to develop their language and communication skills. The staff follow plans which are implemented by specialists to complement and enhance the support children receive. This helps to keep children to make good progress. Staff regularly summarise children's achievements and share this information with parents. Regular parents' evenings continue to develop relationships and help to maintain a consistent approach to children's learning between the pre-school and home.

Staff listen to children and most of the time they ask questions which extend their communication skills and challenge children's thinking well. In turn, children are happy and motivated to learn. They move confidently between activities and are keen to show their achievements to staff and their friends. Staff encourage children to develop their physical skills in the outdoor area. This introduces children to the changes that occur in their bodies as they run and exert themselves. Staff teach children to gain a basic understanding of time, numbers and colours. This helps them to prepare well for school. Children begin to learn about the days of the week during circle time as they talk about 'today', 'yesterday' and 'tomorrow'. They recognise numbers and can use their fingers to demonstrate smaller digits. Therefore, staff promote children's mathematical skills well.

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

The staff gather relevant information about children before they start which helps them to settle children well. Staff form good attachments with their designated children. This helps children to feel secure and confident and encourages deeper learning to take place. Secure attachments also encourage children to learn about themselves and their individuality. They also learn to consider the feelings of others. Staff display positive images of people from various cultures and ethnic groups around the pre-school. These help to reinforce children's awareness of individuality and difference.

Staff are attentive to children and respond to their needs in a timely fashion. For example, some children returning after the Easter break are unsettled. Staff promptly cuddle them and provide reassurance, distracting them with their favourite activities. As a result, children quickly settle. There is an adequate nappy-changing area. However, staff miss opportunities to use resources and other stimuli to engage the children. This results in fewer opportunities for close interaction with children at such times. Staff encourage children to make healthy choices during snack time. They talk with children about fruit and the textures while children take turns to cut it up for snack. This expands children's language and communication skills. A caf style system is in place. Children choose

whether they want to eat snack or continue in their chosen task. This helps to promote independence when they can begin to think for themselves.

Staff are good role models for the children. They demonstrate how to communicate with each other in a polite and respectful manner and children copy. For example, a child asks another to 'sit properly while I do the register' as they play together. Children have access to the outdoor area every day. The area is secure. It is concreted and fenced which helps to keep children safe. There is an area where children can dig and explore soil. This helps children to gain an understanding of the world around them and the changes in plants as they grow. Staff provide challenging activities which encourage children's physical skills. They learn how to control their bodies on balancing equipment and slides, for example. Staff encourage children to attempt the challenges on their own, but offer support when needed. This introduces children to risk and challenge in a controlled environment. Children who take risks and challenge themselves, in their own time, learn to become independent. These skills help to prepare children for the move to school.

Children have the opportunity to use chalk and draw on a blackboard to promote mark making and their early writing skills. Children learn how to interact well together. For example, they hold the play parachute and take turns to count and recite colours. Staff praise children as they correctly write their names or successfully count to 10. This helps to build children's confidence and self-esteem which further encourages deeper learning. Children say they 'love coming to nursery' which means they develop a good sense of belonging.

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

The manager understands her responsibilities well. She has trained in safer recruitment which means all staff have undergone rigorous recruitment procedures. All staff receive a thorough induction process which helps to protect children. The manager has an open-door policy which staff find reassuring. They are able to discuss matters when they arise. They are aware of systems to follow if they felt a child was in danger, both in and out of the setting. Staff know how to keep children safe. They are aware of strategies which help to identify children who are being harmed and understand the pre-school's policy and procedure to follow should such an incident occur. They are confident to contact appropriate bodies. All staff have suitable person checks and attend safeguarding children training on an annual basis. Risk assessments are conducted daily and recorded appropriately which helps to keep children safe. Staff receive annual appraisals and termly supervisions which help to keep teaching practices consistent for children.

The staff and manager reflect on their practice constantly. Policies and procedures are reviewed annually and updated when necessary. During monthly staff meetings they devise ways to further improve the provision. For example, they have recently revised of their method of measuring children's abilities when they first start. This has enabled staff to make precise assessments of children's strengths and areas where they need more support. Tailor-made activities support individual children to achieve their potential.

Staff attend regular training. The manager and her team members choose appropriate courses. These are relevant to their professional development and target specific needs of the children. For example, staff have recently attended a paediatric first aid course to help ensure their knowledge and understanding continues to be up to date. The team is supported by a committee of trustees. The trustees provide assistance when necessary and seek to work with the manager to improve the provision. For example, they have met on numerous occasions to develop and write policies.

Parents feel their children are very happy and settled. The staff regularly share information with them about their children's achievements and compile newsletters periodically to inform them about up-and-coming events. Parents also comment that staff are effective in identifying their children's needs and they are 'extremely impressed' with the 'cooperation and support' they, and their children, receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY432382
Local authority	Devon
Inspection number	816687
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Woolwell Under Fives Community Pre-School
Date of previous inspection	27/02/2012
Telephone number	01752 205 451

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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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