

Witnesham Area Pre-school

Witnesham CP School, High Road, Witnesham, IPSWICH, SUFFOLK, IP6 9EX

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| Inspection date | 13/06/2014 |
| Previous inspection date | 11/12/2008 |

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| 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

- A rich learning environment both indoors and outdoors creates a wide range of exciting opportunities for all children. This means that children are keen, enthusiastic, active learners. Their confidence levels are high and they give their best and all make good progress.
- All staff fully understand their role in safeguarding children. They provide a high quality pre-school, which is welcoming, safe and stimulating. All necessary steps are taken to protect children's welfare.
- The manager and her staff make good use of self-evaluation to build upon their good practice. They ensure that all children continue to benefit from improvements made at the pre-school.

It is not yet outstanding because

- Although peer observations have been introduced, the positive impact and effect of these on the provision for children is in its early stages.
- There is scope to further develop the outdoor learning area incorporating well-organised storage of resources that encourages child-led, independent learning.

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 carried out a tour of the setting.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children.

The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self evaluation action plan and a range of other documentation including risk assessments and policies.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Caroline Clarke

Full report

Information about the setting

Witnesham Area Pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1974 and operates from a classroom in the grounds of Witnesham Primary School. The pre-school is open each weekday during term time, from 9am to 12noon. All children share access to an enclosed, outdoor play area. There are currently 12 children, aged from two to five years, on roll. The pre-school employs two staff, both of whom hold appropriate early years qualifications at levels 4 and 2. The pre-school is registered on the Early Years Register. It receives advice from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- embed the use of peer observations for staff to further enhance the already good teaching and good progress that children make
- develop the outdoor area even further, to incorporate more organised storage of resources that are freely accessible to children, such as writing and mark making tools.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements. They provide a broad range of interesting and challenging experiences for children that meet their individual needs well. They collect good quality learning and development information from parents when children first join the pre-school. This is used effectively to inform assessments on entry and supports children's individual stages of development. The quality of teaching is consistently good and staff are skilled in engaging children in activities that enable them to learn and make good progress. For example, one child plays with beans, placing them on the scales. The child is encouraged to discover how many beans make the scales tip. They take part enthusiastically in the activity and use mathematical vocabulary, such as 'balance', 'higher' and 'lower' and also count the beans up to 12. As a result, children enhance their early mathematical skills and develop positive dispositions for learning. Staff support all children very well as they play. They sit alongside them, at their level and help and encourage children in their activities, letting children lead. This enables children to play and explore their environment, learning through a process of trial and error. As a result, children are happy and engaged in activities for prolonged periods of time. Staff are highly skilled in developing children's communication and language skills. For example, one child excitedly makes a number stick

and counts aloud, 'One, two, three, four. That's how old I am; number four'. A member of staff responds to this by asking the child to put their three counting sticks side by side and encourages the child to count all the numbers and find the total. The member of staff carefully scaffolds the conversation using open questions so that children develop their expressive language and thinking skills. As a result, children are confident to lead and direct their own play.

Since the last inspection the provision has been improved. The toilets are now in the main building making them more accessible to children. A canopy has been installed and double doors open into the outdoor learning space. As a result, there is continuous free-flow provision all through the year and outdoor learning opportunities have increased significantly. This has had a noticeable impact on teaching and learning, enabling staff to create well-resourced, colourful, rich learning spaces indoors and outdoors. Indoors, a stimulating carpet area is set up with cushions, a rug and books to read. Children develop early reading skills as they listen attentively to stories. Outdoors, more space is available so that children can ride trikes around a track made from tyres and they enjoy caring for pet guinea pigs and growing their own flowers and strawberries. However, there is scope to further develop the outdoor area to incorporate more organised storage of resources that are freely accessible to children, such as writing and mark making tools.

Children are provided with a wide range of experiences to develop their physical skills. They really enjoy cutting and sticking, doing puzzles, digging in the sandpit, playing house and going down the slide. As a result, children make good progress in their physical development, based on their starting points. They gain a wide range of skills necessary for their next stage in their learning, including school, when the time comes. Children have scrapbooks and learning journals that contain detailed information about their progress towards the early learning goals. This includes information collected from parents on entry to the setting, examples of children's work, photographs and observations. Each child's progress against the seven areas of learning and development is clearly tracked against age related expectations. Staff also record an achievement summary for each child covering all areas of learning. Observations are used effectively by staff to plan children's next steps in learning. Parents enjoy using the daily diaries that have recently been introduced. This means that there is shared knowledge about children and a detailed picture of each child's learning and development is obtained.

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

Staff are effective in supporting children's emotional and physical well-being. A key-person system is well-established. All children are confident, happy learners and settle quickly to their activities, mixing well with the other children. Resources are accessible to children, clearly labelled and encourage them to make independent choices. Independence is also promoted at snack time, when children wash their own hands, pour their own drinks, pass around snacks and clear away after themselves. Children have daily opportunities to run about in the fresh air in order to promote their physical well-being. For example, a member of staff sets out a course using tyres and children enjoy riding bikes and trikes, carefully avoiding any obstacles. Staff promote the awareness of healthy lifestyles by

talking about the fruits shared at snack time and encouraging children to drink water or milk. Children talk excitedly about the strawberries they have grown, which will soon be ready to enjoy at snack time.

Highly effective settling-in procedures are in place and children are very well-supported emotionally. Parents describe the nurturing, caring environment and empathy of staff as key strengths of the pre-school. One parent said, 'Staff know children as individuals. There is a very caring, personal touch.' Children are equally well-supported emotionally, when they leave the pre-school and move into local schools. Strong and effective partnership working takes place between the reception teacher at the school and the pre-school manager. This results in children being confident and prepared for the next stage in their learning.

All staff demonstrate a good understanding of safeguarding. They know the signs to look for and how to record and pass on information if required. Children demonstrate safe practices as they play, for example, looking out for other children around them as they use the slide. Staff encourage children to grow in confidence by taking risks within a safe environment, for example, riding bikes around a circuit and avoiding obstacles. Children cooperate well with each other and know what acceptable behaviour looks like in the pre-school. This is because systems are in place and all staff are consistent in their approach towards positive behaviour management. Children are praised for good behaviour and children are reminded of expectations on a regular basis. For example, a child is reminded to wear a sunhat; when they do not follow this instruction, a reason for the request is given and the child is told that the hat needs to be worn to protect them from the sun, or there can be no more play outdoors. The child responds quickly and positively because clear ground rules are understood by all. When the child wears the hat, praise is given by staff, to reward the good behaviour.

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

The manager and her staff create a high quality pre-school that is welcoming, stimulating and safe. The manager ensures that staff are aware of and follow policies and procedures in relation to safeguarding and receive the necessary training and checks. Children are supervised at all times and correct adult-to-child ratios are adhered to. Induction arrangements are in place for staff and ongoing staff development is encouraged. A regular timetable of varied training opportunities have a positive impact on staff's knowledge. For example, staff have recently attended a course on expressive arts and design. They are enthusiastically using ideas from this to support children in new and exciting creative activities using shaving foam, clay and plaster of Paris. The manager evaluates the quality of practice and provision taking into account the views of staff, children and parents. She has identified areas for development through detailed self-evaluation and the formulation of an action plan. The manager is fully committed to creating, maintaining and improving the pre-school, so that it meets the highest standards and offers the best experience for children. All staff use their skills and expertise well to support the learning and development of all children, regardless of their age or ability.

Staff feel supported by the manager and are helped to improve their knowledge, understanding and skills. The manager has a good understanding of her role in the monitoring of the delivery of educational programmes and has a good overview of the continuous provision for children in the indoor and outdoor learning environments. Assessment and planning documentation is now more detailed and provides an accurate summary of children's abilities and progress. Good staff communication ensures that children's individual needs are quickly identified and well-met through strong partnerships between the pre-school, parents and external agencies. There is scope for staff to further enhance the systems in place by carrying out peer observations and using actions from these to enrich planning and the next steps in children's learning.

Partnerships with parents and external agencies are well-established and make a strong contribution to meeting children's needs. The management committee support the running of the pre-school well. They have been involved in regular updating and writing of policies and organise a range of fundraising activities to help resource the setting. Good use is made of information provided by external agencies. For example, reports from health professionals are used to plan individual targets for pupils with special educational needs and/or disabilities. The manager and her staff share detailed information regarding children's needs, abilities and progress with other providers.

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

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| Unique reference number | 251726 |
| Local authority | Suffolk |
| Inspection number | 876488 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 6 - 5 |
| Total number of places | 16 |
| Number of children on roll | 12 |
| Name of provider | Witnesham Area Pre-School Committee |
| Date of previous inspection | 11/12/2008 |
| Telephone number | 01473 784934 |

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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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