

Walford Pre-School

Walford Village Hall, Walford, Ross-On-Wye, Herefordshire, HR9 5QS

Inspection date

20/10/2014

Previous inspection date

24/05/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 staff team's high quality of teaching successfully motivates and challenges children to become active learners.
- Children are encouraged to form warm, secure relationships with staff that support them to develop good levels of confidence and personal independence.
- Children's safety and their health and well-being are supported through well implemented policies and the staff's knowledge and skills.
- Staff keep parents up-to-date with children's learning through sharing records and having daily conversations
- Children are very successfully supported as they move on to the next stage in their learning, ensuring that they make comfortable transfers to school.

It is not yet outstanding because

- There are further opportunities to adapt the daily routine to include more outdoor play experiences each day, allowing children to benefit from the wider learning experiences the garden provides.
- There is room to improve the consistency of the records for children's individual next steps in learning, to provide parents with fully up-to-date information about their child's current progress.

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 indoor and outdoor play spaces.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector spoke to the pre-school leader and staff throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked the suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Judith Harris

Full report

Information about the setting

The Walford pre-school has been operating since 1975 and is on the Early Years Register. It is situated in a shared community hall in the village of Walford in Ross-on-Wye and is managed by a parent management committee. The pre-school serves the local area and is accessible to all children. It operates from one large hall and a smaller play room and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The pre-school opens Monday to Friday in school term time. Sessions are from 9am until 12noon with a lunch club available daily up to 1pm. Two afternoon sessions are available on Mondays and Wednesdays up to 3pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen the consistency of children's learning records to ensure parents are kept fully up to date with the next steps in their child's learning
- review the daily routine to ensure children fully benefit from the wide range of experiences provided by outdoor play.

Inspection judgements

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

The pre-school leader and staff team have a secure knowledge and understanding of children's development and their individual learning styles. Staff's consistently high quality teaching effectively supports children to make good progress in all areas of learning. Children's learning is particularly well supported by the staff's well timed interactions, which extend and support their thought processes. Staff confidently make good use of flexible planning that thoughtfully challenges and extends children's learning. Children benefit from a stimulating learning environment, where they are fully engaged in a wide range of activities and experiences. The well planned balance of child-led and adult-focused learning provides children with long periods of free play time. As a result, children have the time and space to explore, investigate and discover through their own interests. Children move confidently around in the play spaces and freely choose from an exciting variety of activities.

Communication and language development are well promoted and staff skilfully use their

interaction to extend children's range of vocabulary. For example, during the collage activity staff use open questions to ask the children about how the collage pieces feel. Children use a wide range of language to describe textures and name the colours and shapes. Children's physical development is successfully supported and they have opportunities to use large play equipment, both inside the pre-school and in the garden. Children take part in interesting art activities, where they are encouraged to be freely creative with glue and materials. The children delight in creating their own pictures and staff enthusiastically praise them. Children sing counting songs at the circle activity and staff use a wide range of mathematical language at all activities. As a result, children's confidence in mathematics is actively supported. To extend children's understanding of the natural and wider world, they are encouraged to investigate natural materials. For example, children have a growing area in the garden where they are able to grow different fruit and vegetables that they eat for snacks. Children find snails, which they examine and investigate with support from the staff. The children talk about what snails eat and where they live and staff support them to think about life cycles. The current theme is senses and, to enable the children to investigate smell and taste, staff help them make individual pizzas for their snack time. The children spread the tomato paste and then take turns to put on toppings of their choice. Staff talk to the children about the different smells of the toppings and what might happen to the cheese when it is cooked.

Children play and learn in an exciting enabling environment, where staff make best use of all planned and naturally occurring opportunities to extend children's learning through their own interests. The long periods of free-play time allows children to engage in independent play and learning. The pre-school have close links with local schools and make regular visits with the children to join in with school activities. As a result, the children are familiar with the school environment and begin to build the confidence and skills to enable them to move successfully on to school.

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

Children are very confident and independent and their personal, social and emotional development is well supported. Children benefit from this warm stimulating environment, where they have a clear sense of belonging. Staff have secure procedures to ensure the safety and well-being of the children in their care. Children are supported to learn how to keep themselves and others safe, both indoors and outdoors. For example, the children build a castle on the climbing frame and staff talk to them about how they will make sure it is safe. In the garden staff encourage children to use tools safely as they dig in the earth.

The pre-school is a stimulating and exciting environment where children have access to a wide range of resources. Children's personal independence is well promoted. For example, children are supported to wash their hands and to change their own shoes for different activities. Children are learning about being healthy, for example, staff encourage them to wash their hands before the cooking activity and talk to them about healthy eating as they make their pizza. Staff are very good role models who set examples of positive behaviour and help children to develop skills for self-control. The positive approach sensitively

supports children to develop an understanding of the feelings of others. As a result, children develop good self-esteem and a respect for each other.

Children benefit from a stimulating and well-resourced environment, which provides creative ideas to extend their learning and promote interest. All play is freely chosen and supports children to make independent choices. Children are thoroughly absorbed in their play as they explore, experiment and discover through the natural materials. However the opportunities for outdoor play are, on occasion, limited by the daily routine. As a result children miss opportunities to fully benefit from the learning experiences the outdoor environment provides. The well-balanced flexible planning supports children's independence and builds their confidence successfully supporting them as they move on to school.

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

The pre-school leader and staff team are clearly highly committed and well-motivated. They demonstrate a secure understanding of the Early Years Foundation Stage and child development. Safeguarding is well promoted and all staff have completed safeguarding training and understand the clear procedures for recording and reporting concerns. Staff supervise children well at all times and there are effective systems to monitor un-vetted persons. Staff carry out regular and comprehensive risk assessments of the indoor and outdoor environments and all toys and equipment. The pre-school leader works with staff to identify professional training and development needs. This ensures that practice is continually improved and developed and staff's knowledge and skills are extended. Staff are confident in the use of key-person records and detailed observations and assessments are completed for each child. The assessments are used to plan for children's individual next steps in learning.

The pre-school team are highly committed to driving continuous improvement in the childcare practice. A comprehensive self-evaluation form has been completed, which accurately identifies the pre-school's strengths and the areas for development. Staff are confident and enthusiastic in their roles. As a result, children's individual needs are very effectively met. The staff team continually evaluate children's experiences, using daily observations, and their flexibility ensures that activities are adapted to follow children's interests. The systems to monitor, assess and plan for children's progress are clearly effective. As a result, staff are able to quickly identify and close gaps in children's learning.

The staff team develop strong partnerships with parents, which contribute to meeting children's needs. Parents are actively encouraged to share what they know about their children's development through information gathered at the time of admission and daily conversations. The key-person system ensures that parents are kept in touch with children's ongoing development, through viewing records and having regular meetings. However, there are occasions when the records for the next steps in children's learning are not clearly stated, which makes them less accessible for parents. As a result, parents are not always kept fully up-to-date with their child's current progress. Parents report that

staff are skilled and knowledgeable and work closely with them to support children's learning. They are clearly happy with their children's experiences at the pre-school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	223607
Local authority	Herefordshire
Inspection number	866095
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	15
Name of provider	Walford Pre School Playgroup Committee
Date of previous inspection	24/05/2010
Telephone number	07765005871 (during session)

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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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