

Walton Village Preschool

St. Johns Church, Walton Back Lane, Walton, CHESTERFIELD, Derbyshire, S42 7LT

Inspection date	07/11/2014
Previous inspection date	24/01/2011

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

- Children are cared for by a professional, friendly and caring staff team in a warm and welcoming environment. Children demonstrate positive relationships with their peers and staff. As a result, children are settled and happy, and thoroughly enjoy their time at the pre-school.
- Children have a good variety of resources and experiences to support their development in all seven areas of learning. This prompts children to engage in purposeful activity and means they have fun as they learn.
- Staff have good knowledge of safeguarding procedures. As a result, children are kept safe and well protected.
- Staff have a robust understanding of how children learn best. Consequently, teaching is good and children are making good progress in their learning and development.
- Parents are supported to engage in their children's learning experiences. They are knowledgeable about their children's progress and are offered good levels of support to promote their children's development at home.

It is not yet outstanding because

- On occasion, staff do not respond quickly enough to children's rapidly changing interests. As a result, some learning opportunities are not maximised.
- Staff are not actively encouraged to evaluate the effectiveness of training and support, and consider the impact of this on their teaching to bring about further improvement.

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 examined documentation including policies, procedures and planning.
- The inspector examined children's records.
- The inspector observed children and staff, both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held conversations with staff, children and the manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Michaela Kelly

Full report

Information about the setting

The Walton Village pre-school was re-registered in 2010 after moving to new premises. It is on the Early Years Register and is situated in St. Johns Church in Walton, Chesterfield, Derbyshire. The pre-school is managed by a committee. It serves the local area and is accessible to all children. The pre-school operates from two rooms and there is an enclosed area available for outdoor play. It employs four members of staff who all hold early years qualifications. Of these, one is qualified to Level 2, one to Level 3, one to level 4 and one holds a Post Graduate Certificate of Education. The pre-school is open on Monday to Friday from 9.15am until 12.15pm and on Tuesday from 12.30pm to 3.15pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The pre-school provides funded early education for two, 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:

- encourage staff to respond more swiftly to children's rapidly changing needs and interests, for example, by streamlining the processes for planning an assessment, so that learning opportunities are fully exploited to engage and challenge children
- enhance supervision sessions to enable staff to reflect on the support and training provided, and to show how outcomes for children have been enhanced by their improved skills and knowledge.

Inspection judgements

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

Children make good progress in their learning because staff are knowledgeable about how children learn and are well informed about their individual needs. Staff gather information about children's starting points from parents when they first join, and discuss their progress on an ongoing basis. For example, parents are encouraged to attend consultations throughout the year to contribute to their children's learning. Parents are supported with their children's learning at home as information on children's progress and next steps is discussed regularly, with staff offering advice and support materials. Furthermore, parents are also involved in the progress check for children between the ages of two and three years. This means that they are well informed about their child's development in the three prime areas of learning.

The quality of teaching is good and staff fully support children to make clear progress in their learning and development. Staff are enthusiastic, encouraging children to participate

in a wide variety of activities and ensuring that children fully enjoy their learning. Children benefit from a skilful staff team who use effective teaching methods to promote their learning well. For example, staff follow children's interests and employ a good use of open-ended questioning, encouraging children to think more critically and problem solve. Staff ensure a good balance of child-initiated and adult-led activities, knowing when it is appropriate to extend children's learning or observe their independent play. Staff support children's personal, social and emotional development alongside their communication and language skills during play, and throughout the pre-school's daily routines. Staff have attended recent training in this area of learning and, subsequently, use effective methods in their teaching. Children now have an enriched communication and language environment where individual needs are fully supported. Consequently, their development in this area is particularly strong.

Staff make regular and precise assessments, and generally use these successfully to plan challenging and stimulating experiences for all children. In addition, staff identify next steps for individual children that are used to inform the future planning. However, on occasion, children's rapidly changing interests are not responded to quickly by staff. As a result, some learning opportunities are not maximised. This is because the assessment and planning system is unnecessarily complicated, which means there is a time lapse between observing children's interests and providing activities to meet them. Therefore, there is room to streamline this process, so that planning is quickly adapted to meet changing needs. Staff regularly track and monitor individual children's progress across the seven areas of learning. This means that any gaps are identified promptly and targeted effectively through good teaching and relevant activities. Therefore, children are acquiring the skills they need for the next stages in their learning, such as starting school.

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

The pre-school offers a child-focused environment. Children are supported to develop warm and affectionate relationships with staff during settling-in sessions and are, therefore, happy and secure. Staff interact positively with children who show they are emotionally confident, seeking out their key person for spontaneous hugs and reassurance. The key-person system is robust and positive relationships are formed with both the child and family. Therefore, continuity of care is promoted at home and in the pre-school. Children are encouraged to take a taster session with their parents to get used to the pre-school. Staff gather a good range of useful information from parents about their children during this time. This enables them to get to know children and their families at the start of the placement. As a result, children make a smooth move between home and the pre-school.

Children are emotionally prepared for the move to the next stage in their learning. This is achieved through regular discussions with staff who carefully explain what is going to happen and when. Teachers of the local schools visit the pre-school and bring photo books of activities and of areas of the school. The pre-school also has a 'ready for school programme' that takes place the term prior to starting school. This includes early reading activities, such as phonics sessions. An information booklet goes home to help families prepare for this. There are a wide variety of resources that children freely access, which

promotes children's choice and independence skills. For example, a mark-making trolley is available, where children can select a wide range of materials and resources to be creative and express themselves. Staff support children with assessing risk, encouraging them to be aware of their own and others safety. This is achieved through discussing the pre-school rules and providing reassuring conversations during play. For example, staff talk about and model how to use scissors safely.

Children are regularly encouraged to learn about and adopt healthy lifestyles. Children have free-flow access to the outdoors, offering regular opportunities for fresh air and physical exercise. Outdoor play had been a focus of the pre-school's development plans. As a result, this now reflects all seven areas of learning. Children enjoy structured and free-choice opportunities and are excited about being in this stimulating environment. This means children regularly use this area, supporting their good health and wellbeing. Staff also have frequent conversations with children about being healthy, what to eat and the importance of exercise. For example, children know to wash their hands before snack as staff have talked about the importance of this healthy practice. At snack time, children independently chose their fruit and pour their choice of milk or water. As a result, they are supported to be confident and independent learners. The staff are good role models and use positive techniques for managing children's behaviour. This has a positive impact on children, as they display good behaviour at all times and are kind and caring towards one another.

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

The manager and staff team effectively promote the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. The pre-school has a written safeguarding policy covering all aspects of legislation which informs their effective practice. Risk assessments are completed carefully, highlighting any risks and the measures taken to minimise these. These ensure the environment, resources and equipment are safe, keeping children protected. Children are supervised well through effective staff deployment both indoors and outdoors. Security within the pre-school is good as external exits are kept locked, ensuring unwanted visitors do not gain access.

There are good systems in place for vetting the suitability of staff. A comprehensive training plan is in place to ensure the children are cared for by suitably trained, experienced and qualified staff. For example, all staff are required to complete relevant training in safeguarding, first aid and food hygiene. As a result, children's safety and wellbeing is effectively promoted. Staff are supported through annual appraisals and informal supervision sessions that address areas of performance, training requirements and future development of practice. However, these could be enhanced to enable staff to build on their skills, by encouraging them to reflect on the impact of training and support, and by a focus on how new skills and knowledge are used to enhance teaching and learning.

The manager monitors the educational programmes well, reviewing and tracking progress,

observing practice and talking with the staff team. She has identified the need for peer observations to enhance the monitoring of the educational programmes further. The manager holds weekly meetings with the team to look at planned activities and evaluate practice. A detailed and accurate self-evaluation process is in place that seeks the views of all that use the setting. It identifies key strengths and the main focus for development. This ensures all views are considered and improvements are targeted on the areas that will benefit the children the most. All required documentation is professionally maintained and stored securely. Appropriate written policies are in place to underpin practice, and these are available for parents to view.

Partnerships with parents are well established and parents provide very positive feedback about the pre-school. For example, parents described the pre-school as 'friendly and welcoming' and give examples of when staff have 'gone over and above' to support their child. Annual questionnaires seek the views of the parents and the pre-school share how they have used these views through the termly newsletter. An information board is available in the entrance, giving details of what the children have been doing and dates of up and coming events. An information file offers parents a wealth of materials designed to support families, such as leaflets on safety, details about the Early Years Foundation Stage and events in the local community. The pre-school has an attractive website with more information designed to support families further. It also has good links with local schools and other providers to support children as they move on in the education.

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	EY410386
Local authority	Derbyshire
Inspection number	874243
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	20
Name of provider	Walton Village Pre-school Committee
Date of previous inspection	24/01/2011
Telephone number	07724081444

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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