

Woodville Community Pre-School

Inspection report for early years provision

Unique reference number	206910
Inspection date	24/02/2009
Inspector	Linda Gail Moore
Setting address	Moira Road, Woodville, Swadlincote, Derbyshire, DE11 8DG
Telephone number	01283 552299
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Woodville Community Pre-School operates from the Youth and Community Centre in Woodville, Swadlincote. The group have sole use of the building which consists of two playrooms and a reception area with adjacent toilet facilities. A small kitchenette is situated in the corner of one of the playrooms. A safely enclosed sports court is used for outdoor play. The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It offers ten sessions a week from 09.00 to 12.00 and 12.40 until 15.40, term-time only. Children attend for a variety of sessions. The setting is all on one level and is accessed via a sloping pathway.

There are schools, shops and parks in the immediate area. The pre-school serves the local and surrounding community. A maximum of 26 children may attend the group at any one time. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language. One full-time and nine part-time staff work with the children and all hold an appropriate Early Year qualification. The group are managed by a parental committee, they receive support from the Local Authority and are a member of Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a secure understanding of their role within the delivery of the Early Years Foundation Stage and provide an inclusive and welcoming service. Children's learning and development is supported well and consequently they make good progress. The playgroup have good relationships with parents and regularly share information to ensure all children are included and their individual needs are met effectively. Staff evaluate the service to ensure the welfare and learning requirements are monitored and identify areas where practices can be developed to benefit the children. Risk assessments are used to identify and remove most hazards, however the running water in the bathroom could be a potential risk.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the complaint procedure to comply with the legal requirement
- improve hand washing facilities to ensure water is provided at a suitable temperature.

The leadership and management of the early years provision

The pre-school is very welcoming to children and their families. The entrance and walls are decorated with children's art work and posters and this creates a bright

and cheerful environment. The premises are clean and generally well maintained, providing good space for children to play comfortably and enjoy their day. Play areas are organised effectively with toys and equipment that are suitable and safe for children to use. Staff display a positive attitude towards providing an inclusive environment for all children who attend the setting. They work well together as a team and are aware of their individual roles and responsibilities. Staff meet regularly to discuss and reflect on their practice. A self-evaluation system is used to identify strengths and areas for development, this takes parents views into account. Improvements are appropriately targeted. Records, policies and procedures are well maintained and used effectively to promote positive outcomes for children. Most of the recommendations from the last inspection have been completed effectively. However, one recommendation with regard to written policies and procedures has been carried forward as some updating is still required to the complaints procedure.

The manager and staff have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns about children in their care. This helps to protect them from harm and neglect. Detailed risk assessments are carried out for all areas of the premises and any outings undertaken. These mostly ensure children are cared for in a safe environment. However, a safety issue remains in respect of the hand washing facilities as the water can become very hot. Staff ensure children use cold water only to wash their hands, but this is not comfortable for children nor ensures bacteria are removed properly. Steps are taken to promote children's health and well-being such implementing a sickness policy and providing paper towels to dry hands and wiping down tables to minimise cross-infection. Children learn the importance of healthy eating and exercise. Staff provide healthy snacks such as fresh fruit and children can independently access drinking water throughout the session. A 'Healthy Snack Times' leaflet is given to parents to explain why good nutritional snacks are important and how this has a positive impact on children's health and learning, for instance, helping to raise energy and concentration levels. Children have daily opportunities to be active and develop a range of physical skills as they engage in outdoor play.

Appropriate vetting and induction systems are in place for new staff. Appraisal systems are used to identify training needs and improve knowledge and skills, these are being developed to include staff's own self evaluation. Staff establish good relationships with parents and seek and value their feedback. Parents are provided with good quality information about the Early Year's provision through information booklets and numerous displays throughout the setting, such as information about the planned activities. Children's individual needs are well promoted as parents are encouraged to share information about their child when they first attend the setting and on an ongoing basis throughout their time at the setting. Staff encourage good behaviour through positive role model. Their consistent use of praise, encouragement and positive reinforcement plays an effective part in children developing good social skills and sense of self-worth.

The quality and standards of the early years provision

Staff are caring, considerate and sensitive to children's needs. An effective key worker system is in place and this enables children to develop warm and trusting relationships in the setting. Children are generally grouped and supported by their own key worker during play sessions. Interaction is good as staff show interest in what children say and do and use open-ended questions to encourage them to think and express themselves. This helps support their learning and communication skills. Staff observe children as they play and this information is used to determine what they can do and what developmental level they are at using the early years assessment scale. Children's next steps in learning are then identified and linked into planning to ensure activities meet individual children's capabilities and offer sufficient challenge. Effective systems are in place to include parents in their child's learning and development. When children start an initial discussion takes place with parents to obtain information about their child's interests and ability in order to determine their 'starting points'. Assessment profiles are shared and parents views and comments are included.

A wide variety of activities are provided at each session, these are well organised and offer a good balance of adult led and child initiated play. During free play children are able to access resources independently, for instance putting the large balancing blocks together and walking along them, here they learn how to use their arms to balance. They enjoy daily opportunities to be creative with art and craft resources such as drawing, painting and sticking. To celebrate pancake day children participated in an adult led activity where they made pictures of pancakes using sponges and different coloured paints to represent the ingredients, for example yellow paint for lemon juice. Children also initiated their own play making pancakes with the play dough and using a frying pan from the home corner to toss and catch them. They learn about weight and measure as they use balance scales to weigh out rice and pasta. During water activities they explore what objects sink or float using stones and wood, and find out how the waterwheel works. They also learn about capacity as they play with funnels and different sized vessels and buckets. Children learn how to use process of elimination as they try to match different keys to a range of padlocks, with one spare key thrown in to challenge the older children.

Skills in numeracy are practised during activities and the routine such as circle time. Staff encourage children to count how many children are here today, they all clap that number as they count together. Activities, themes and celebrations of festivals are used to enhance children's awareness of the wider world. They learn about different people as they hear the story of Rama and Sita, or enjoy dragon dancing for Chinese New Year. Children develop technology skills at the computer station and can confidently use the mouse and keyboard using the software to create their own story. Children are making good progress as a result of these activities and the effective support they receive from adults.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.