

North Tynies - West Woodburn Pre-school

Inspection report for early years provision

Unique reference number	EY317376
Inspection date	23/02/2009
Inspector	Tara Street
Setting address	West Woodburn School, West Woodburn, Hexham, Northumberland, NE48 2RX
Telephone number	01434 220716
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

North Tynies - West Woodburn Pre-school is privately run by a voluntary management committee. It opened in 2006 and operates from the reception classroom within West Woodburn First School in Northumberland. There are no issues which may hinder access to the premises. A maximum of 16 children aged under eight years may attend the setting at any one time. The pre-school currently takes children from two to five years of age. The group is open Monday and Thursday afternoons from 12.30 to 15.00 term time only.

There are currently 12 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 11 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary childcare register.

There are two members of staff, including the manager who work directly with the children. Both of the staff hold appropriate early years qualifications. The provision receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play, and ensure that all children are included. Information obtained from parents and carers and other professionals enable staff to meet children's different needs. The manager has identified the strengths and some of the areas for improvement within the setting. However, some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

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

- develop further the assessment system to ensure children's identified next steps in learning are clearly recorded and use this information to inform planning
- take the necessary steps to safeguard children by ensuring a record is maintained of any existing injuries children arrive with
- promote the good health of children and take necessary steps to prevent the spread of infection by ensuring good hand washing procedures are in place
- ensure regular evacuation drills are carried out and recorded.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked.

28/02/2009

The leadership and management of the early years provision

Children use an appropriate range of toys and equipment, which are safe and suitable. Staff carry out visual safety checks before each session to ensure children can play safely and enjoy their time at the setting. However, the necessary risk assessments are not regularly carried out to ensure children are consistently safe from potential hazards, which are required by the Early Years Foundation Stage. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability. Most of the records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. However, a record is not maintained of any existing injuries children may arrive with and evacuation drills are not carried out and recorded regularly enough to ensure the ongoing safety of children. Staff protect children from harm as they have a sound understanding of their role in child protection. Staff form friendly relationships with parents and carers of children. They exchange verbal and written information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are informal links with other early years practitioners within the school to ensure all children's needs are planned for.

The manager has generally appropriate systems in place to monitor and evaluate the provision and is beginning to identify and implement some improvements. For example, the setting has purchased more comfortable seating for the quiet area and re-organised the floor plan to allow children greater accessibility and free choice. The recommendations made at the last inspection have been fully implemented.

The quality and standards of the early years provision

Staff have an appropriate understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals are generally supported. Planning documents cover the six areas of learning well and ongoing observations enable staff to record children's achievements. However, the identified next steps in learning are not clearly recorded on children's individual development records or within planning documents. This potentially limits the settings ability to ensure each child's needs are being met. Children are happy and settled within the environment. A suitable range of age-appropriate activities and resources are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy pretending to be builders in the role-play area, investigate and examine plastic insects under magnifying glasses and play in groups with the wooden train track. Children develop good socialisation

skills as they look out for and assist one another. For example, they politely pass a sponge to each other when wiping chalk boards clean before starting a new picture. Children are keen to express themselves and their ideas because staff use appropriate questioning and discussion techniques to help children think and solve problems for themselves. They enjoy free access to a range of mark making materials, such as pens, chalks, textured papers and scissors. Games and activities are used suitably to promote early mathematical skills such as, using number when counting how many children are sat at the snack table or comparing the size of each others hands. Children experience suitable opportunities to access information and communication technology to support their learning. For example, they confidently select and play with educational computer programmes and use battery operated resources. Children's knowledge and understanding of the world around them is effectively promoted through daily resources, such as books, puzzles, musical instruments and role play equipment.

Children are developing a appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors, and the possible consequences of this. Children enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. However, hand washing routines do not always effectively promote the good health of children because they use communal soap bars to wash their hands after toileting and before meals. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they regularly participate in parachute games, throwing and catching and enjoy riding on bikes.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 28/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (CR5) 28/02/2009

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 registration.

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.