

St Weonards Pre school

Inspection report for early years provision

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Inspector Fiona Robinson

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

St Weonards Pre-School opened in 1976 and is situated in the village of St Weonards in rural south-west Herefordshire. The pre-school mainly serves the local community. The setting is located in a designated classroom in the school building and has the use of the school hall, library, playground and a secure outdoor play area. There is ramped disability access to the building. A maximum of 24 children may attend the pre-school at any one time. The setting is open on Mondays, Wednesdays and Fridays during school term times, and operates a Rising Five's session on Wednesdays from the school between January and July only. Sessions are from 9.00am until 1.00pm, and 1.00pm until 3.00pm, with the option of a lunch club from 12.00pm until 1.00pm. There are currently 14 children aged from two to under five years on roll. Of these, eight children receive funding for nursery education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group employs four staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the pre-school and are included in an interesting range of activities. They are well cared for in a welcoming environment and respond well to the support they are given. Good partnerships with parents and the host school ensure that the staff team are effective at promoting the children's welfare and information is shared effectively. The manager and staff are keen to continue to improve the quality of care and learning provided for children. They have a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop forest school provision in the outdoor area of learning
- develop children's understanding of the wider world and other festivals, cultures and customs.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding procedures and child protection. Children's safety is promoted effectively, because staff carry out regular risk assessments. Effective use is made of the outside play area and children are provided with a range of resources and equipment that are safe and suitable for their age. Comprehensive policies and procedures are fully implemented. Staff are deployed well and children are supervised well to ensure their safety. Security

within the setting is good and collection procedures are rigorous and understood by parents and carers. There are robust systems in place for staff recruitment and vetting to check the suitability of adults working with the children. Fire evacuation procedures are carried out regularly and staff and children are familiar with the routines.

Partnerships with parents and carers are good. They are open and friendly and think that the pre-school is a fun and enjoyable place to be. Key staff build up a development diary for each child and regularly share their learning journeys with parents. Comprehensive newsletters keep them well informed of topics, special events and fundraising activities. Parents are supportive of children's trips and visits, for example, to the local farm and castle. They also support their children well in their home learning and reading books are sent home regularly for them to share with their children. They are invited to attend termly meetings to discuss their children's achievements and progress. The setting also benefits from good links with the host school and the use of the hall, library and playground. Information is shared effectively with the Foundation Stage at the school.

The setting is well led and managed. Staff plan together and build a weekly plan that includes children's ideas. They meet regularly and demonstrate a commitment to the development of good quality practice. They clearly identify what works well and outline areas for improvement, such as, improving the layout and resources for the outdoor area of learning to include forest school provision to enrich children's experiences. They also recognise the need to develop the children's awareness of equality and diversity and the wider world and other festivals, cultures and customs. Good progress has been made in addressing the recommendations of the previous inspection. In particular, the key person system is in place and specific staff members build up a diary of each child's achievements and progress. Staff access relevant training courses and work hard to improve their practice and enhance their experience. Staff promote equality and diversity and all children are integrated and included in activities and achieve well. Children with special educational needs and/or disabilities are treated with care and sensitivity to their individual needs. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. The views of parents and children are taken into consideration when identifying priorities for development and resources. Parents complete a termly evaluation form to help the pre-school to run efficiently. Resources are used effectively to meet the needs of the children. Regular appraisals of staff are carried out and they demonstrate a good capacity to improve. They have clear expectations about securing improvement and regularly monitor activities.

The quality and standards of the early years provision and outcomes for children

There is well-organised indoor and outdoor play. Children are settled and happy at the pre-school. They enjoy daily access to the outdoor environment and are well supported in their play. Staff respond well to their individual needs and interests and use their ideas when organising activities.

Children behave well because staff are very good role models with clear expectations. They learn to take turns, share play resources and to be respectful. They have good relationships with staff and one another. Independence is promoted well and children are encouraged to talk about their likes and dislikes in circle time.

All children receive a good level of support and access to a range of planned activities and opportunities for free play. They enjoy role play in their toy castle. They are keen to talk about the story entitled 'Sleeping Dinosaurs' and mark-make in sand and shaving foam. They carefully decorate eggs for Easter and paint daffodil pictures for their art gallery. Most children can count up to ten and beyond and practice their counting skills as they sing 'Five Little Men in a Flying Saucer'. They are keen to complete simple computer programmes and use their imaginations fully as they go on a bear hunt in nearby Queens Wood. Personal development and language skills are promoted well, with staff interacting well with the children. Children enjoy learning about Christmas and the Chinese New Year. However, opportunities to learn about the wider world and other festivals and cultures are more limited. Good use is made of topics such as 'castles' to stimulate the children's interests. They especially enjoy visiting the local castle and building dens in their outside area.

Children's health is promoted well at snack time. They are encouraged to make healthy choices and enjoy sociable meal times together. They learn to use equipment safely as they prepare their own sandwiches for 'Paddington Bear's Picnic'. They enjoy using the slide and a selection of wheeled toys and bicycles to extend their physical skills. They have a good understanding of keeping healthy and safe. They benefit from listening to talks on keeping safe and staff always encourage them to make healthy choices. They enjoy dancing and going on environmental walks. Overall, children develop their independence well and are well prepared for future learning experiences.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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