

South Street Pre-School

Inspection report for early years provision

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Inspection date	12/10/2010
Inspector	Christine Huard
Setting address	Wincanton Primary School, South Street, Wincanton, Somerset, BA9 9DZ
Telephone number	01963824521
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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

The South Street Pre-school is situated at Wincanton County Primary School, Wincanton, Somerset and is managed by a voluntary parent committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It occupies a classroom which is attached to the school hall. The children have use of the school's outside area and the hall for physical play. The pre-school is open Monday to Friday during school term times and provides morning sessions for children who receive funding for nursery education and afternoon sessions on Wednesdays and Thursdays for children aged two to three years. The pre-school is registered for a maximum of 24 children at any one session. There are currently 38 children on role including 19 who receive funding for nursery education. The pre-school supports children who have special educational needs and/ or disabilities and those who speak English as an additional language. There are five members of staff who work with the children of whom four hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

South Street Pre-school makes good provision for the children who attend. It has made good improvement since the last inspection. The new manager has introduced a number of strategies which support the children well in their play-based learning. An improved structure of planning provides more continuity in children's learning. All adults work well as a team and have been very successful in creating a happy and caring environment. There are a few minor weaknesses relating to the completion and availability of documentation and promoting children's contribution to the smooth running of the setting. Nevertheless, there is a good focus on monitoring and evaluating the practice of all staff and, consequently, the setting has the good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure all statutory documentation including that relating to safeguarding is kept available when the pre-school is open (Documentation). 15/10/2010

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

- develop current systems of self-evaluation by updating the self-evaluation form to ensure the basis of on-going internal review
- ensure children have more opportunities to contribute and help, for example by helping to prepare for snack time.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures, including risk assessments and vetting of staff, are robust and rigorously implemented. However, not all safeguarding records were immediately available for scrutiny during the inspection as they had been removed during the transitional period between managers. This meant that it was not immediately possible to check the suitability of staff in the setting. The outside area is well managed to ensure that children are well supervised at all times. Risk assessments are regularly undertaken and any areas for action are dealt with quickly. All necessary documentation and policies are in place and are reviewed and updated at regular intervals. Good attention is given to ensuring all children have equal opportunities to succeed. The provision for children who are learning English as another language is particularly good and every opportunity is given for them to improve their communication skills which ensures they are quickly able to settle and fully benefit from the provision. Any kind of discrimination is actively discouraged.

The setting was without a manager for some time and the other staff kept the pre-school running well in the absence of a leader. The new manager and staff are committed to providing the best possible learning environment. They attend training and work closely with other professionals to achieve this. They have high expectations and staff morale is high. Staff are consistently striving to improve provision for the children and, as a result, children achieve well. Staff training is very focused on improving the quality of teaching and learning and some are studying for enhanced professional qualifications. This has a positive impact on provision. All recommendations from the previous inspection have been successfully addressed. The work of the setting has been carefully evaluated in order to identify short-term developments and improvements. The previous manager had completed a full self-evaluation but this has not been updated recently. This means that longer term objectives for improvement in provision have not been fully identified to ensure continuity in learning for the children.

The pre-school works closely with the children's parents and carers and has good links with the school whose site it uses. This ensures that children's needs are well catered for. Transition is eased when the time comes for them to move to primary school as they are familiar with the surroundings and personnel. The key worker system has been developed well and parents' and carers' views are taken into account. Parents and carers appreciate the opportunity to talk to the key workers about their children at consultation sessions and written reports are made available to them. In addition, parents and carers can always talk to staff at the start and end of sessions. They feel confident that staff are willing to work with the whole family wherever possible and to guide them so that they can receive the support they need. These partnerships ensure that children are ready for school when the time comes for them to move into Reception.

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

The children are well cared for and very happy. They settle quickly in the morning and rapidly become absorbed in a wide variety of activities which enable them to develop and learn effectively. Social and personal skills are developing well. Children are confident and learn to share and cooperate willingly with other children and adults. Snack time is a real social occasion as they sit in a small group with a key worker. They sit happily together and chat to each other. They develop their communication skills effectively as they respond to carefully worded questions from the key worker. They carefully explain what they have been playing with and what they are learning. They learn very effectively about the importance of a healthy lifestyle and fully understand the importance of washing hands before eating and after going to the toilet. The use of a sanitising gel after blowing noses contributes to the emphasis on healthy living. Although children happily help clear up activities at the end of the session, there are some missed opportunities for them to help around the setting, such as preparing the table for snack time and clearing it afterwards. This limits the children's understanding as to how they can make a contribution to the smooth running of the setting.

There are many opportunities for children to develop their language skills especially through role play. The outside area, although small, provides much stimulation and visits, such as that to the park provides a myriad of opportunities for extending their knowledge. They eagerly collected leaves and conkers. They made leaf prints and collages and develop their understanding of how things change in nature from season to season. There are ample opportunities for children to practise early writing and mark-making skills and a wide range of resources to help them to do this. They practise letter and number shapes in sand trays as well as on paper and boards. A comfortable and attractive reading area with a good range of books means that children become familiar with books and stories. Opportunities to explore numbers through the counting of children present and learning simple number rhymes and games means they are building up essential skills which prepare them well for their future lives.

Colourful posters remind children about routines and good behaviour as well as helping them to learn numbers, colours and shapes. Children learn about different customs and special times in the year. They have a celebrations board and learn about the different festivals that occur this term. They have already celebrated Eid with the aid of a range of books and food and are looking forward to Guy Fawkes and Diwali. The children play with multicultural dolls so that they understand diversity and equality. Visitors talk about the work they do in the community, for example police and fire officers, and these give children a sense of safety and security as well understanding more about the outside world of work.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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