

Wymondham Pre-School Playgroup

Inspection report for early years provision

Unique reference number	EY355521
Inspection date	19/05/2011
Inspector	K.A. Bryan
Setting address	Sir John Sedley Community Centre, 3 Glebe Road, Wymondham, MELTON MOWBRAY, Leicestershire, LE14 2AF
Telephone number	01572 787334
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Wymondham Pre-School opened in 2000 and was registered under new management in 2007. It operates from the village community centre and serves both local families and those from the surrounding area. The setting is registered on the Early Years Register to care for 24 children. There are currently 36 children on roll. Children attend for a variety of sessions. The setting is open during term time from Monday to Friday from 9am to 3pm which incorporates lunchtime where children bring a packed lunch. The pre-school employs six staff, five of whom hold a relevant childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and engaged because staff ensure they have a good range of interesting activities supported by good quality resources. Staff also form positive relationships with parents so they can respond to children's individual needs. Children generally make good progress in all areas of learning and have a good base to develop their future skills. All required policies and procedures are in place and are generally well used to underpin the management of the group. Systems to monitor and evaluate the setting's performance are good and self-evaluation is beginning to be used effectively to enable the setting to maintain continuous improvement. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- promote links between children's starting points and the areas of learning so their achievements can be built upon
- develop the systems already in place to further self-evaluate and monitor practice to bring about continuous improvement
- improve systems so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

The effectiveness of leadership and management of the early years provision

Staff members have a good understanding of their role in safeguarding children and some have attended training in this area. They are clear about reporting procedures and a useful policy is in place which is shared with parents. The premises are well staffed and people who are not cleared are never left alone with children. All visitors sign into the building so staff can check who is on the premises. Recruitment procedures are generally robust, although, staff

associations are not routinely checked to maximise these procedures. Detailed risk assessments are in place and the premises are checked daily to ensure the environment and resources are safe for children. Children also learn to be responsible for their own safety well as staff talk to them about hazards both in and outside the group. For example, when children go on trips to the woods they first set a perimeter and then talk about how to keep secure within this. This encourages them to be independent whilst always being in sight and sound of staff members.

Most of the staff team are qualified and the manager is undertaking further training to develop her knowledge. Training is well supported for all staff which demonstrates the setting's commitment to ensuring staff development and providing a quality service to children. The manager understands that self-evaluation is a working document and is beginning to use this to identify areas for improvement, such as developing the use of rooms within the setting. All staff are actively involved in identifying strengths and the manager has devised an action plan to maintain continuous improvement.

A useful range of operational policies and procedures are in place and parents receive a prospectus with many of these included. They also have the opportunity to comment on the running of the group via questionnaires and suggestions are acted upon where possible. This allows parents to have a good input into the group. Staff are always available to speak to parents and parental participation in children's learning is also well promoted as they visit to help children with activities, such as making a mosaic. Good relationships are also in place with others who deliver the Early Years Foundation Stage to children which means they receive a consistent service geared to their individual needs.

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

Staff have a good understanding of the Early Years Foundation Stage and subsequently, planning covers all areas of learning. Each child has a 'Learning Journey' which contains useful observations which help to identify the next steps in their learning. These also contain comments from parents so they are involved in their children's progress. However, starting points are not yet linked to the areas of learning which means recording may not be as effective as possible in building on children's achievements.

The group is welcoming with displays of children's work on the walls which helps them to feel valued and raises their self-esteem well. Resources and rooms are well organised to provide children with opportunities to engage in a wide variety of activities. For example, areas of the rooms are themed to reflect an area of learning and most resources are at children's height so they can access these easily. This also helps children gain confidence as they explore their environment.

Many resources are also labelled which helps children to recognise words and objects. Children enjoy free-flow between the indoors and outdoors and many activities are taken outside so they can benefit from fresh air. Consequently, they

enjoy mark making, sand and water play and imaginative play in the outdoor area. Children also make good use of the local community as they go on weekly trips to the woods. Whilst there, they enjoy bug and treasure hunts and following animal trails which gives them a good understanding of the natural world. They are also growing potatoes and beans which will be used in cooking so they make good links between the environment and healthy eating.

Warm relationships are in place between the staff and the children who happily involve them in their play. Children are confident communicators and use these skills well as they make up stories involving animals in the play house. Staff are skilled at helping children to learn through fun, for example, they play a game involving recognising a range of brushes, one of these is then removed and children have to remember which one this is. This helps to secure their learning and supports their ability to talk about what is happening around them.

Children behave well and are learning to work together, for example as they construct a display. This includes things which interest them, such as a dragon and rabbits from Chinese New Year. Children also wanted birds on the branches and then added small bags of bird food so they could eat. This is an on-going project and children add leaves as the trees grow and flower and discuss how they want this to develop. This promotes children's social and imaginative skills well. Children understand simple rules, such as, sharing and being considerate, and respond well to gentle reminders from the staff to think about each other. Children have a secure understanding of good hygiene procedures and talk about why they wash their hands. They enjoy snacks of fruit and vegetables and staff help them to think about healthy options as they bake and make bread.

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
--	---

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

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

