

Woodmansterne Village Pre-School

Inspection report for early years provision

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Inspector Julie Sackett

Setting address C/O Woodmansterne Primary School, Carshalton Road,
Banstead, Surrey, SM7 3HU
Telephone number 01737 363423
Email
Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Woodmansterne Village Pre-School was registered in 1990. It operates from one room in a temporary classroom on the Woodmansterne Primary School campus in Woodmansterne. The pre-school has access to a kitchen, toilets and free flow to outdoor play facilities. It is open each weekday during term time from 9am to 12pm. The pre-school may care for no more than 20 children from 2 years to the end of the early years age group at any one time. Children attend mainly from the local area. There are currently 20 children on roll, all of whom are in receipt of funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There were 17 children present at the time of the inspection, all within the early years age range. The pre-school is run by a voluntary management committee, which includes parents. The pre-school employs six members of staff. Five members of staff, including the two managers, have attained National Vocational Qualification at Level 3 (NVQ at L3) and one member of staff has Qualified Teacher Status. The pre-school receives support from the local authority and is enrolled on the Surrey Quality Assurance Scheme. It is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good. The pre-school has successfully addressed the key issues identified at the last inspection, in addition to introducing other valuable improvements, such as including the comments of parents and carers, as well as children's comments in the records of children's learning known as 'Learning Journeys'. These are used effectively to support children's good progress although identified 'next steps' are not consistently focused on children's learning. Self-evaluation procedures are good, demonstrating the setting's good capacity to improve further. That said, whilst the pre-school's development plan includes a useful range of planned actions to improve the provision, these are not always focused on the anticipated benefits these will bring to children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure that children's identified 'next steps' are focused on children's learning needs
- ensure that the pre-school improvement plan and targets are sharply focused on the impact that planned developments will have on children's learning and experience.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are well established and consistently applied, including the completion of staff vetting and suitability checks, so that children are safe. All safeguarding and child protection procedures have been reviewed and updated since the last inspection so that they meet requirements and the key issues from the last inspection have been addressed in full. All staff are appropriately trained and policies and procedures are consistently applied so that children are secure and well cared for during their time in the pre-school. Leaders have successfully established a cohesive team of staff who are committed to the on-going development of the pre-school. Staff members are well qualified and this is reflected in confident and good-quality practice. The calm, self-assured and quietly positive approach demonstrated by all members of staff is a key feature of the pre-school, so that children benefit from strong role models and, as a result, feel valued. The inclusive ethos means that all children are treated with respect, regardless of their background or ability and develop a clear sense of identity and belonging. Every child has a key person who is particularly responsible for observing and evaluating children's day-to-day progress. These observations contribute to comprehensive and detailed records of individual children's learning, known as 'Learning Journeys' and are used regularly to plan future activities. However, sometimes opportunities are missed to sharpen the focus on the planned next steps in children's learning. Good-quality resources are organised well so that children can access them safely and independently, including a secure outdoor area. The pre-school is committed to developing children's awareness of a diversity of backgrounds and beliefs and this is reflected in resources, such as traditional national costumes in the dressing-up clothes and the celebrations of festivals throughout the year, such as making and enjoying pancakes on Shrove Tuesday. Good links with the primary school and with a range of agencies are used effectively to secure smooth transition between pre-school and primary school. Specialist advice is adopted and followed by staff to ensure that children are consistently supported and cared for, including those with special educational needs and/or disabilities, and those for whom English is an additional language, so that children make good progress overall. The pre-school is committed to working alongside parents and carers to support children's learning. Good progress has been made in the development of links with parents and carers. For example, parent consultation meetings take place, an information meeting has been introduced to advise parents and carers of how the setting delivers the Early Years Foundation Stage and children take books home in 'book bags' to further involve parents and carers in supporting the development of reading skills. Questionnaires, which are regularly sent out to parents and carers to seek their views, indicate their appreciation of such initiatives as the pre-school website and the role of the weekly blog in keeping them informed of events, aspects of their learning and how they can help their children at home. The pre-school has worked very positively with the local authority to evaluate the effectiveness of its practice and to accurately identify development priorities. All members of staff have contributed to the formulation of an improvement plan which provides a secure basis on which to move forward., Leaders have

recognised the need to ensure that identified actions for developments are firmly focused on planned benefits to children's learning and experience.

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

The pre-school provides a safe, inclusive and stimulating environment in which all children, including those with special educational needs, and those for whom English is an additional language develop confidence and typically make good progress. This good progress demonstrates the setting's strong focus on promoting equality and diversity. Children very much enjoy their time in the pre school because activities are interesting and relationships are strong. The pre school's success in developing opportunities for children to make independent choices, as well as those activities which are led by adults, means that children play an active part in their learning. For example, when children arrive at the start of the session they happily self-register and swiftly go on to select a chosen activity from the good range provided. This means that they settle promptly, happily saying 'goodbye' to parents and carers, and navigate their way around the well-supervised pre-school with marked self assurance. As a result, children feel safe and make good progress in the development of personal preferences, confidence and independence. Children's work is widely displayed so that they feel valued and demonstrate a good sense of belonging. The responsible way that children carry out jobs in the pre school illustrates the good contribution they make to the pre school. For example, one child maturely and sensibly helped an adult to prepare the fruit for snack time, counting out the required number of snacks and proudly ringing the bell when everything was ready. Snacks, such as fruit and pitta bread, are eaten with relish by the children, and effectively support the development of healthy habits. Adults' interaction with the children is responsive to individual needs and supports their learning and development well. For example, during the inspection one adult capitalised on a child's interest in playing with a doll by asking questions, such as, 'What does the baby eat?' and by supporting her to measure the baby's length and record the measurement on a chart. As a result, the child made good progress in the development of language skills as well as enhancing her knowledge and understanding of measure. The pre school successfully promotes positive attitudes to reading so that children enjoy books. For example, during the inspection children listened avidly to a lively reading of 'Room on the Broom', joining in enthusiastically with the chorus. Regular opportunities for children to learn how letters and sounds are linked (phonics) are used successfully to develop key skills which will support the children in the next stage of their education. Adults provide positive, calm and consistent role models for the children and effectively support the development of their social skills. As a result, children behave well and demonstrate positive attitudes to learning. For example, during the inspection a group of children made good progress in the development of social and verbal skills whilst building a model car with giant blocks as a result of sensitive support provided by an adult.

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

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| 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

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| 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

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| 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

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| 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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