

# Innsworth Pre-School

Inspection report for early years provision

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**Unique reference number** EY437862  
**Inspection date** 21/03/2012  
**Inspector** Jenny Read

**Setting address** Innsworth Infant School, Luke Lane, Innsworth,  
GLOUCESTER, GL3 1HJ  
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**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*.

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

Innsworth Pre-school has been under the current ownership since 2011 and has been registered at the current premises since 2002. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from the grounds of Innsworth Primary School in the Innsworth area of Gloucester. The premises consist of two base rooms, a kitchen area and associated facilities. There is a garden area with grass and patio surfaces for outside play. The pre-school is open each weekday between 8.45am and 2.45pm and children attend on a full-time or sessional basis during school term times. A breakfast club is available between 8am and 8.45am and additional care is available for children attending the pre-school up to 6pm.

The pre-school is registered to care for 24 children aged under eight years, all of whom may be in the early years age group at any one time. There are currently 47 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for children aged three and four. The pre-school employs five staff, including the manager, to work directly with the children. The manager holds the Level 4 National Vocational Qualification in Children's Care, Learning and Development and three staff hold appropriate childcare qualifications to level 2 and 3. One staff member is currently working towards a level 2 qualification and a volunteer towards a level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The friendly and welcoming staff team implements a strong play-based ethos that fosters children's progress and learning successfully. Systems of observation, assessment and planning are generally strong overall. Children are active, inquisitive learners who make positive contributions to the provision. Staff skilfully nurture children's emotional well-being through outstanding relationships with parents and good partnerships with the local community and other professionals. Self-evaluation is thorough and used well to identify and secure future improvements. A strong capacity for maintaining continuous improvement is evident.

## What steps need to be taken to improve provision further?

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

- make greater use of assessment to plan for the next steps in a child's developmental progress and regularly review this approach to ensure that any gaps in children's learning are identified.

## **The effectiveness of leadership and management of the early years provision**

The dedicated and enthusiastic management team work effectively together to create a safe, supportive and inclusive environment for children and their parents. Children benefit from stimulating and inviting play areas inside and out that foster their independence, creativity and learning successfully. They enjoy long periods of free-flow indoor and outdoor play, where they access a wide range of well-presented resources and innovative toys that enhance their experiences and encourage new learning. Staff understand and implement robust safeguarding arrangements through good knowledge of child protection issues. They are vigilant in their supervision of the children and safety aware. They take appropriate steps to minimise any risks they identify. Staff know and implement their roles and responsibilities well because recruitment and induction procedures are robust.

The highly positive relationships with parents actively encourage their involvement in the pre-school. Staff give exceptional support to sustaining children's close links with their parents serving abroad in the armed forces. Children help to create parcels to send to their parents by choosing pieces of their work, progress information and gifts. They proudly share and talk about the photographs in their individual family book and delight in staff reading out letters written by the soldiers and their parents to promote their emotional wellbeing. Parents are heavily involved in decision-making on key matters, including those affecting the pre-school and their children's care through the highly inclusive and well-established 'Friends of Innsworth Pre-school' group. This parents group provides excellent support to the management and staff team. Parents receive tailored guidance and information about their children's achievements and wellbeing through twice-yearly parent evenings and daily access to their children's learning journals and communication book. Strong links with the local community, school and other settings children attend establishes consistent communication. Regular visits, including taking part in school events, assemblies and sharing their work, supports children's transitions to school successfully.

The management and staff team actively promotes equality and diversity. Flags and welcome signs that depict the numerous nationalities locally and celebrating various festivals, such as following the traditions of the Fujian culture, promotes an inclusive environment. Children learn key words in Fujian, sing and dance to traditional songs, as well as inviting the local Fujian community to attend. Staff integrate all children well through good knowledge of their individual needs and generally effective monitoring and evaluation of their learning. This enables staff to group children appropriately at key times, relevant to their individual needs and ability. Staff identify most gaps in children's learning and plan effectively to narrow the gaps. Self-evaluation is highly inclusive of staff, parents and children. Parent questionnaires and questions for children displayed around the different areas enable staff to regularly seek children's and parents views and ideas. The ambitious management team consistently praise staff and communicate high expectations for practice during regular staff meetings. This stimulates the enthusiasm of staff and channels their efforts to good effect as they actively engage in training and rigorously reflect and analyse practice issues and outcomes

for children to secure improvement well.

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

Children show good knowledge of hygiene routines and practices and thorough understanding of the importance of maintaining a healthy lifestyle. They excitedly join in daily exercise sessions and know that when they get hot, they need to take off their cardigan. Healthy, nutritious snacks and innovative activities, such as children using real food to make up pretend lunch boxes, enables them to identify healthy options and food that needs to be eaten in moderation. Children take an active part in mealtime routines, taking turns to be the helper of the day. They count the children on their table and set out the correct number of cups and plates before passing round the snack. This skilfully incorporates different elements of learning into daily routines.

Children demonstrate exceptional understanding of safety issues. They confidently identify potential safety risks and take responsibility for their own and other's safety. They know what is expected of them in the event of a fire or emergency and safely use a range of tools and equipment, such as gardening tools and scissors.

Children display an extremely strong sense of security and belonging because relationships with their friends, key person and staff are outstanding. They say they feel special and they are valued as members of the pre-school, with their own coat peg, name card and drawer to help them feel welcome. Children help devise the rules and boundaries for acceptable behaviour and show an excellent awareness of responsibility as they learn to manage their own behaviour and support their friends. Staff nurture children's confidence and actively encourage them to contribute to daily routines, decisions and activity planning, becoming motivated, active learners.

Children make good progress towards the early learning goals in most areas of learning, with excellent levels of achievement in some areas. Staff plan stimulating activities and experiences inside and outside that provide effective challenge and build on children's interests and ideas. Assessment through good quality observation is secure and staff increasingly use the information gained to begin to inform future planning to help children build on what they already know and can do.

Children show great curiosity and desire to explore different media, such as, mixing cornflour and vinegar to create an erupting volcano effect. This invigorates their interest further to make a large papier mache volcano, while challenging them to think about how and what they need to make it erupt. Posters of real volcanoes and staff introducing and displaying words, such as burning, lava and eruption, skilfully introduces children to new vocabulary. Children feel safe to express themselves as they confidently share their news at circle times and talk about their family and experiences. Children have good opportunities to practise

their early writing skills, including making shopping lists, learning to write their names on their pictures, taking measurements in the role-play workshop, and drawing their representations of what happens in Spring, such as flowers and a bird's nest.

Children are highly creative and use their imagination effectively when using and exploring the natural environment. Good use of real food during play, growing their own fruits and vegetables for eating, and using various recyclable materials, enhances children's experiences and ensures the resources and environment are sustainable. Children use recycled car tyres and large wooden wheels as their car, washing it with large brushes and water from their muddy puddle. They play exceptionally well independently and play cooperatively with their friends. They initiate group play, excitedly talking through their ideas. They imagine their muddy puddle is a barbecue or boat and spend long periods of time developing their ideas further, using sticks and collecting pots to transport water into different areas. Children make excellent use of the allotment area, showing excellent co-operation skills as they dig, weed and prepare the earth for planting. They squeal in excitement and sheer delight as they investigate the mini beasts, count the ladybirds and find a potato.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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:

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