

The Ark at Waddington Pre-School

Village Hall, Mere Road, Waddington, LINCOLN, LN5 9NX

Inspection date	09/07/2013
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The setting has a highly motivated staff team because the owner and manager involve them thoroughly in all aspects of evaluation. There are also good arrangements in place to monitor practice and identify training needs. This means there is a shared vision for continually improving outcomes for children.
- Children are well-prepared for the next stage in their learning. This is because individual support is given to children to help them settle in, move between rooms and transfer to their next schools.
- Partnerships with parents and other professional are strong. Consequently, children's individual needs are well met, particularly those with special educational needs and/or disabilities.
- Children are making good progress in their learning and development. This is because practitioners provide them with a wide range of interesting and stimulating activities.

It is not yet outstanding because

- Sometimes routines and the organisation of the rooms do not take full account of children's developing independence and free choice.
- Practitioners do not always make best use of open-ended questioning techniques to encourage children to think about and solve problems.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector carried out joint observations with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

The Ark at Waddington Pre-school was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a community hall in the village of Waddington, Lincolnshire and there is a fully enclosed area available for outdoor play.

The pre-school employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, two at level 4 and 10 at level 3. The setting opens 8am until 12.30pm on Tuesday and Thursday and 8am until 3pm on Monday, Wednesday and Friday during school term time. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- plan routines and the organisation of rooms to further enhance children's independence and free choice. For example, consider introducing 'rolling' snack for older children and letting the two-year-olds have freedom to move between the different areas of their play space whenever they choose
- enhance children's thinking skills further by making sure all practitioners use open-ended questions as they support children in their play and learning activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development. They find out about what children can do before they start at the setting and plan effectively for their learning needs. Practitioners record the children's achievements efficiently and this enables them to successfully complete their individual trackers and identify any gaps in children's learning quickly. Parents contribute to their child's assessment by sharing what they have observed their child can do at home. These records demonstrate children are making good progress in their learning and development in readiness for school. Informative displays are around the setting to show parents how children learn through play and first-hand experiences. They are linked to the

Early Years Foundation Stage and are illustrated with photographs of their own children.

Children make decisions for themselves and are becoming independent because they can self-select from a wide range of stimulating and challenging activities in all areas of the setting. However, practitioners sometimes decide which of the younger children play in the different rooms and when they can go outside. In addition, children have to stop what they are doing to have snack together. This means that sometimes they cannot play and explore in areas that they choose themselves and their engagement in learning is interrupted.

Children are developing a good understanding of the natural world because practitioners grow vegetables and fruit with them in the outdoor area. They look at the plants with the children and talk to them about how they have grown. Children notice that one strawberry is red and practitioners extend their language development by telling them it is 'ripe'. Practitioners are good at following children's lead in their learning and this means they are motivated to learn. For example, children enjoy looking for insects with magnifying glasses and practitioners suggest areas they can be found. However, sometimes practitioners miss chances to ask open-ended questions, so children are not always encouraged to think for themselves and solve problems.

Children are encouraged to use numbers in their play and practitioners encourage them to count and recognise numerals. For example, they count the number of children on the carpet and sing number songs. Children learn mathematical skills, such as measuring, in a fun way. For example, they push toy cars down a ramp and measure how far they have travelled against a measuring stick. Some of the older children also practise writing for a purpose as they write their names to show whose car travelled the furthest. Children also develop their skills when using technology as they complete programs on the computer. Consequently, children are gaining some useful key skills they will need for the next steps in their learning and to be ready for the move to school.

Creativity is fostered well in all areas of the setting because children have free access to a wide range of painting and craft activities. In addition, a local artist visits the setting to work with the older children and teach them different craft techniques. She supports them to use tools, such as scissors, asking 'can you remember how to hold them?' And shows them how to 'dab' the paint onto the giraffes they are making. Younger children enjoy the sensory experience of fine sand running through their fingers. Practitioners talk to them about what they are doing and the children recall playing on the beach with their families.

Younger children are engaged and participate well in group activities because practitioners use puppets to encourage them to listen and respond. They join in with rhymes and enjoy using the actions and clapping their hands as they sing. A wide range of books are available alongside activities so children are developing a love of books and use them to find information. Books and resources reflect a variety of families, communities and traditions. Therefore, children are learning about the similarities and differences between themselves and others.

The contribution of the early years provision to the well-being of children

Practitioners greet children warmly on arrival and children settle well and play happily, showing they are secure in the setting. They all have their own peg to hang up their belongings so they feel a sense of belonging to the setting. Children have strong attachments with practitioners because there is a good key person system in place. Practitioners take time to get to know children before they start. They find out about children's preferences and needs from their parents during settling-in visits. This means children's needs are met from the beginning and they are confident and self-assured as a result. Children are well-prepared for moving rooms in the setting because they have lots of visits before they change. They are also supported well for their move to their next school, because teachers come to visit them in the setting. This helps reassure the children about the next steps in their learning and means teachers get to know about children's personalities and needs. These good arrangements for transition are particularly important to the families and children in this setting. This is because many of the parents are in the armed forces and often have to move around for their jobs, leading to change for their children.

Children play well together and have good behaviour because practitioners have consistent boundaries in place. Practitioners discuss the settings 'rules' with the children at the start of the session. Even the younger children remember that they need to 'share and play nicely' and use 'kind hands'. Practitioners also have good age-appropriate strategies in place to support children's behaviour. For example, they use timers to help children take it in turns to use wheeled toys. Children learn to keep themselves safe because practitioners remind them not to run around inside. Outside they explain to children that they need to be careful not to throw balls near their friends in case they hurt them.

Children are learning to be active and understand the benefits of physical activity because practitioners make the most of the large hall. For example, they play ring games with the children and set up a track for them to ride around on wheeled toys. They also have access to an outdoor play area where they benefit from fresh air and practise their physical skills. They learn to take risks in their play because practitioners let them try and balance on the old tyres before offering them a hand to hold. Children are learning to be independent because they wash their own hands and pour their own drinks at snack time. Children are provided with healthy snacks and parents are encouraged to bring healthy packed lunches. Therefore, children are learning about the importance of a healthy diet.

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

Children are safeguarded well in the setting because practitioners have a good understanding of the settings safeguarding procedures and have all received appropriate child protection training. Good recruitment and induction procedures mean all practitioners are suitable to work with children and understand their role in the setting as soon as they start. Children's safety is given high priority in the setting and practitioners carry out daily checks on the environment to make sure it is safe for the children. In addition, all visitors

are asked to fill in a comprehensive visitor's book when they arrive. They are also informed about the use of mobile phones, safeguarding practice and fire drills.

Practitioners have a secure knowledge of how children learn so they are able to plan stimulating and challenging experiences for their key children. They record detailed observations of children's progress in their individual learning journals. The manager has a good overview of children's learning and development because she uses an effective tracking system. She also regularly reviews all children's individual learning journals to make sure they are all making progress. All practitioners have regular supervision and work with the manager to review their own practice and identify any training needs. The manager also involves them all in a regular and thorough evaluation of the setting. This means everyone has ownership of the targeted improvement plans and is continually refining their practice to further enhance outcomes for children.

Partnership with parents is very effective because practitioners establish effective relationships with them from the start. Parents speak very highly of the setting and say that the practitioners are 'fabulous and supportive'. They feel welcome in the setting and enjoy attending coffee mornings. They are provided with a wealth of information about the setting on the parent's noticeboard. In addition, parents are asked to contribute their ideas for improving the setting by completing regular questionnaires. The setting works well with other professionals to support children with special educational needs and/or disabilities. They also access additional funding to provide one to one support for individual children where needed. Consequently, all children make good progress in their learning and development. The manager works well with other providers that children attend to ensure continuity in children's learning. For example, she shares children's planning with childminders and information from their development trackers with schools.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY386753
Local authority	Lincolnshire
Inspection number	878965
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	55
Name of provider	Jillian Mary Corah
Date of previous inspection	28/04/2009
Telephone number	07891807113

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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