

Woodville Community Pre-School

Moira Road, Woodville, Swadlincote, Derbyshire, DE11 8DG

Inspection date	20/01/2014
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- A range of interesting and stimulating activities are well-planned, which incorporate the developmental stages of children. Therefore, children are enthusiastic learners who enjoy their time at the pre-school.
- Staff have high expectations for children and a good awareness of how young children learn with effective teaching. As a result, children make good progress in relation to their starting points.
- Staff have formed secure relationships with children and their parents. Parents are kept well-informed about their children's learning, which benefits children as learning is supported at home.
- Children at the setting form close friendships with each other. They are happy and play cooperatively together, which helps them to feel secure in the setting.
- High priority is given to protect and safeguard the welfare of children. This is evident through effective practices that successfully promote children's safety and well-being.

It is not yet outstanding because

- There is scope to improve children's access to the outdoor area, so that they can move freely between environments and have more choice in where they want to engage in play.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and outside.
- The inspector spoke with staff, children and parents throughout the inspection and considered their responses.
- The inspector held meetings with the manager.
- The inspector sampled a range of documentation, including children's profiles and policies and procedures.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Woodville Community Pre-school was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the youth and community centre in the Woodville area of Swadlincote and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, during term time only. Sessions are from 9am until 12pm and 12.40pm till 3.40pm. Children attend for a variety of sessions. There are currently 47 children attending, who are in the early years age group. The nursery provides funded early education for two-, 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:

- extend opportunities for children to move freely between the outdoors and indoors to improve the choice of where they want to carry out their learning and thus further support their all-round development.

Inspection judgements

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

Children at the pre-school are enthusiastic, keen learners who arrive excited and ready to explore the learning environment. This is because they are provided with a broad range of interesting and enjoyable experiences, which motivate and challenge them. Staff have a high level awareness of the ways in which children learn best and teaching is good. They skilfully support and engage children to become confident learners, who develop a comprehensive range of skills, which help to prepare them for when they start school. Staff engage in play with children guiding them by asking thought provoking questions, which encourage children to extend their thinking and explore imaginatively. In addition, staff are skilled at stepping back to allow children to experiment and discover for themselves and when to guide, support and encourage. Consequently, children make good progress in their learning.

Staff place a strong emphasis on the acquisition of communication and language skill. They interact positively with children talking continually and modelling the use of language. As a result, older children hold purposeful conversations and younger children's

speech develops well. Mathematics is evident in everyday play. The environment has number lines and other mathematical prompts, which reinforce learning as children count and recognise numbers. Staff skilfully introduce new concepts and mathematical language, such as, on, in and under as children play, which enhances children's learning. Children are effectively supported to make sense of their physical world as they play imaginatively in the igloo. They talk together about what it is like living in the cold and solve problems, such as how to catch fish if the water is frozen. Children play with blocks of ice with the sea creatures and look excitedly to see what is happening to the ice, stating 'it's turning to water'. A good selection of resources are available to encourage children to write and express themselves creatively, which they freely access to make marks as they play. For example, they write notes as they answer the telephone in the travel agents. A selection of construction toys develop fine and gross motor skills and the outdoor area is arranged effectively to promote children's all round development. Children skilfully hold bats as they negotiate how to hit the ball and ride scooters and bikes with confidence. Children draw pictures on chalk boards and dig the soil in preparation for spring in the growing garden. However, there is scope to provide more opportunities for children to have increased access to the outdoor environment, so that they can choose where they want to carry out their play. Thus further supporting their all-round development.

The thorough monitoring and assessment procedures help to ensure that play is purposeful and developmentally appropriate. Staff have high expectations of children and make regular accurate observations of them as they play. They take the time to get to know them well by talking and playing with them frequently. Staff effectively use all the information they gather to identify children's next steps in their learning and to inform their future activities, which helps to ensure that any emerging needs are well catered for. This means that children make good progress. Staff meet with parents before children start at the pre-school to find out more about their child and utilise this information effectively to assess each child's starting points. Staff have meaningful conversations with parents on a daily basis and provide termly detailed reports of their child's progress. Parents are encouraged to make valued contributions to the report and are provided with 'All about me' slips to share any learning and events from home. Parents are, therefore, kept well-informed about their child's development and thus learning is well supported at home. Children who have special educational needs and/or disabilities are catered for well. Funded approaches, such as the 'Every Child A Talker' project have been implemented well into practice at the pre-school which supports this. Subsequently children's achievement in early language development has been raised.

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

Staff at the pre-school are friendly and enthusiastic and effectively create a comfortable and welcoming environment. They have formed warm and affectionate relationships and attachments with children who thus feel secure in their care. The key person system is well-embedded in practice. Robust settling-in procedures mean that staff have time to foster close bonds and share meaningful information with children and their parents when they first start. This helps to ensure that children settle well because any likes, dislikes and needs have been identified through the process and catered for during their initial

sessions. Staff are good role models, they show respect for children and each other. This helps children to learn to respect and tolerate each other's differences. Behaviour management strategies are effective and consistently applied. Visual reminders help reinforce the rules of the setting and staff use positive language, such as 'kind hands' to support children as they learn how to behave. Staff constantly praise children's achievements, which helps them to build confidence and develop self-esteem. For example, they are given stickers for good work, which children proudly show their peers. Children form close friendships with each other. They are happy and content, chatting and playing cooperatively together enjoying each other's company. This helps them to feel secure in the setting.

The stimulating and well-organised environment is well laid out with child accessible resources, which means that children are able to explore the environment effectively. Staff place a high priority on the safety of children and skilfully support children to gain an understanding of risk. For example, they are encouraged to climb independently on the slide whilst staff remain close by. Staff efficiently explain safety measures to children, who are learning how to keep themselves safe, thus promoting their well-being. Children's independence is well-promoted. For example, older children are encouraged to put in their own coats and access toilets themselves. Staff support younger children as they wash their hands and effective visual aids help to remind children to do so. Thus they are learning how to manage their own personal hygiene needs, which helps to promote their well-being.

Children are offered a healthy snack and a drink, for example, fruit and milk. Fresh drinking water is accessible throughout the session, which they are encouraged to access independently. Staff talk purposefully to children about healthy lifestyles and play games, such as healthy lotto, which support children's developing understanding of how to keep healthy. Children participate in physical exercise on a daily basis as they run, jump and balance outside. This helps to keep children healthy. The pre-school invites visitors into the setting to help to promote children's well-being. Teachers from local schools visit the setting to meet children who will be in their class. Staff share information with them about the development of children and support children as they spend time getting to know their new teacher. Thus children are emotionally prepared for the transition into school.

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

Children's welfare is promoted effectively within the pre-school as the management team fully understand their responsibilities under the safeguarding and welfare requirements. Comprehensive safer recruitment procedures are in place, which help to keep children safe. All staff and committee members are checked to ensure that they are suitable to work within the setting. All staff attend regular updated safeguarding training and subsequently, have a good understanding of how to keep children safe from harm. Staff are clear on child protection procedures and whom to report any concerns to. This means children are safe and protected while attending the pre-school. Risk assessments of the premises, outings and resources are implemented and robust policies and procedures are

in place, which help to support children's well-being. Regular thorough safety checks of the building, including checking the temperature of the water, help to ensure that the environment is safe and secure.

The management team demonstrates a good understanding of their role in meeting the learning requirements of the Statutory framework for the Early Years Foundation Stage. Thorough procedures are in place to overview the educational programmes and this ensures children have access to a wide variety of experiences, which are tailored to their interests and developmental needs. Regular monitoring of the observation and assessment of children supports staff to keep them up to date and accurately focused. The staff team meets weekly to share planning and discuss how best to meet children's needs across all areas of their development. These procedures help children to make good progress in relation to their starting points. Detailed appraisals are held for all staff and the management team monitor staff performance through termly supervision meetings. Observations of staff clearly focus on their professional development. This ensures they are able to maintain and improve their already strong knowledge and practice. Regular opportunities for staff to attend training to extend their knowledge, understanding and skills are provided. As a consequence, staff are well trained and qualified to meet children's needs.

Relationships with parents are very strong. The arrangements for sharing information with parents are very successful and they are kept well-informed about their child's progress. Parents make good contributions to their child's learning and are very complimentary about the setting. For example, they comment that 'they feel well supported with helping children to learn at home'. The management team have also developed good partnerships with other settings and external agencies. Children who attend other settings have communication books, which are used to ensure that information about their learning is shared effectively with the pre-school, who use this information to ensure learning is complimented. All reasonable steps to ensure that appropriate interventions from external agencies are effectively sought, so that children can receive the support that they need. Thus children are well supported to make good progress. The management team reflect critically on the provision of the setting. They use information from staff, parents and children along with their own observations of practice to effectively identify strengths and areas for improvement. An ongoing improvement plan helps to ensure that the pre-school is continually developing and effectively ensures that any emerging needs of children are met, thus promoting their welfare very well.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	206910
Local authority	Derbyshire
Inspection number	865458
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	70
Name of provider	Woodville Community Pre-School Committee
Date of previous inspection	24/02/2009
Telephone number	01283 552299

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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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