

Wellow Under Fives Pre-School

Inspection report for early years provision

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Inspector Carole Argles

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Type of setting Childcare on non-domestic premises

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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

Wellow Under Fives was established in 1967 and has been registered since 1998. It is managed by a voluntary committee of parents. The pre-school is located in the village hall at West Wellow and serves the local community. Children use the main hall for most sessions and there is use of a smaller hall for Monday Club sessions. There is an enclosed garden for outside play. Sessions operate term time only, every weekday from 9.15am until 12.15pm. The Monday morning sessions are mainly for the older children in the year before they start school.

The nursery is registered on the Early Years Register to care for a maximum of 52 children at any one time who are aged from two years to the end of the early years age group. There are currently 26 children aged from two to four years on roll, some in part-time places. The nursery currently supports a number of children who have special educational needs and/or disabilities.

There are eight staff who work with the children and, of these, four have an appropriate early years qualifications to level two or three. One member of staff is currently completing an NVQ 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this welcoming setting where their individual needs are generally well met. Staff work effectively with their parents to ensure there is continuity in their care and development. Children make good progress in all areas of their learning by taking part in a wide range of mainly indoor activities. Staff are usually deployed well to support children's learning and behaviour. The provider continues to make changes that have a beneficial impact on the outcomes for the children and the staff have a positive attitude towards furthering their professional development.

What steps need to be taken to improve provision further?

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

- ensure that there is a consistent and effective approach to managing children's behaviour
- review the deployment of staff to ensure that children are supported and their individual needs are met effectively at all times
- extend the use of the outdoor area to provide a wider range of activities that support all areas of children's learning and development.

The effectiveness of leadership and management of the early years provision

The policies and procedures required to keep children safe and support their welfare are in place and generally implemented effectively. There are sound recruitment procedures and all staff have been checked to ensure their suitability. Children are never alone with people who have not been vetted. Staff understand their role in safeguarding children and know what to do if they have concerns about the wellbeing of a child in their care. They supervise the children well at all times and check the premises and equipment daily to minimise risks of accidental injuries. Staff create an attractive and well-planned room where children can select independently from a wide range of toys and resources. The children use the outdoor area daily and here there is a suitable variety of equipment, including balls, tricycles and a slide, to support their physical development. However, staff provide fewer activities and resources to support other areas of their learning.

The provider has acted on recommendations made at the last inspection and this has increased children's safety. Staff continue to undertake training and keep up to date with changes in childcare practice. There are satisfactory systems in place to monitor and evaluate the effectiveness of the provision. In questionnaires, parents requested more opportunities to discuss their child's progress and a programme of meetings with staff has now been put in place. However, at present there are few clearly defined areas for further improvement.

Through serving on the management committee, parents are fully involved in running the setting. They are kept up to date with all that is happening through notices, newsletters and an informative website. They are encouraged to help in the sessions so that they understand what their child does and how they learn. There is an effective partnership with staff and their daily discussions and regular meetings ensure there is continuity in the children's care and progress. Parents' views are respected and staff consult them about their plans for the next stage in their child's learning. Staff link with other professionals, for example, speech therapists, to ensure that children who have specific requirements are suitably supported. They are establishing links with staff who work with the children at other early years settings to develop a consistent approach to their learning and progress. Children are encouraged to be accepting of others and to value diversity in society. There is a satisfactory range of resources available that reflect the different backgrounds of children attending, as well as items to help them learn about people in the wider world.

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

The children form relaxed and friendly relationships with the staff. They develop confidence and good self-esteem because they receive praise and recognition for their achievements. Most children speak clearly to others, talking about real and imaginary ideas. They use their imaginations well and recreate what is familiar to them, pretending to use a mobile phone or to go shopping. Many children show

good levels of concentration on self-chosen and adult-led activities. For example, a child persists for a long period until she has managed to complete a complicated puzzle. Most children behave well and play cooperatively with others. Staff help them learn to share fairly, using a timer so they understand when it will be their turn. However, at times some children show unwanted behaviour and staff do not always manage this consistently or effectively. Children are encouraged to be independent. They pour their own drinks at snack time and know where to find resources such as scissors if they want to use them.

The staff observe the children as they play and know them well. They record their progress and use this information to effectively plan activities that build on what they already know and can do. Consequently, they make good progress in their learning. Generally, staff work effectively with the children, talking with them and helping them learn new skills. They frequently ask them questions, for example, encouraging them to count or describe textures. They use effective strategies to help children learn. For example, when making play dough, they use recipe cards showing pictures of the number of spoonfuls of oil, flour or other ingredients required and this allows children to read the recipe themselves. However, at times staff are not well deployed to support the children and this affects their enjoyment and experiences. For example, although they talk with them, creating a sociable atmosphere for most of the snack time, they do not always remain until all have finished and leave children sitting alone.

The children are encouraged to adopt healthy and safe lifestyles. They are active and many chose to play outside. They bring coats and boots so they can go out in all weathers and were excited by flurries of snow. Healthy snacks are provided and drinking water is available at all times. Children are encouraged to enjoy a wide and varied diet. They take part in cooking activities and sometimes sample food from different cultures, trying poppadoms, and prawn and rice crackers. They learn good hygiene routines and talk about why it is important to remove germs so they do not become ill. Staff help children learn about safety. They remind them not to run inside so they do not hurt themselves or others. A child asks to use a toy involving a hammer and tacks and remarks unprompted that he will be very careful.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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