

Wisewood Community Pre-School

Inspection report for early years provision

Unique reference number	EY376090
Inspection date	12/03/2009
Inspector	Karen Cockings

Setting address	Wisewood Community Primary School, Ben Lane, SHEFFIELD, S6 4SD
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Telephone number	0114 234 3304
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Email

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Wisewood Community Pre-School was registered in 2008, following its move to new premises. It is a non-profit making organisation run by a management committee, which includes parent representatives. The setting operates from Wisewood Primary School in Sheffield and serves families in the surrounding area. There are two playrooms available for children's play with occasional access to other facilities in the school, such as the IT suite and the sports hall. There are two enclosed outdoor play areas.

The provision is registered for a maximum of 32 children in the early years age group. There are currently 44 children on roll, aged between two and five years. The pre-school provides funded early education for three and four-year-olds and currently supports children with learning difficulties and disabilities. The provision is open every weekday during term time, between 09.00 and 15.00, except on Fridays when it is open for the morning session only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, eight of whom hold appropriate early years qualifications. The setting receives support from the Pre-School Learning Alliance and the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's safety and welfare are given high priority at the setting. Close liaison with parents and with other professionals ensures that children's individual needs are met with sensitivity and skill. The provision is also developing strong links with the school to aid the transition process. Children are well supported in their learning by staff who are committed and caring. They reflect critically upon their practice to help them to identify areas for further development.

What steps need to be taken to improve provision further?

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

- continue to consolidate skills in the use of observations to identify next steps and plan for individual children's learning
- consider further ways of involving parents in their children's learning and sharing development records with them
- increase opportunities for children to use everyday technology and to access writing materials in role play areas.

The leadership and management of the early years provision

Children are cared for by a well-qualified and experienced staff team who work together effectively to promote children's safety and well-being. They demonstrate a clear commitment to the provision and to its continuous improvement, facing the challenges presented by their move to new premises, with enthusiasm and dedication. Recommendations from the inspection at their former premises have been fully addressed. For example, staff have ensured that resources are stored so that children can select many independently and that they reflect the diversity of the wider society. The provision seeks feedback from parents about the service they are offering and use self-evaluation systems to reflect upon their strengths and target areas for further development. Training needs are identified through regular staff meetings and appraisals.

The setting provides an inclusive environment where the uniqueness of children is clearly recognised. Staff get to know children and their families well, providing very sensitive support where there are additional needs. Excellent links are established with other professionals, such as speech and language therapists and inclusion support staff, who visit the setting regularly, both to work with individual children and in a general advisory capacity. Although the setting does not currently care for any children with English as an additional language, the provision is pro-active in its consideration of ways it could respond. Clear labelling and picture cards are used around the setting to aid communication and to help children understand daily routines. Long-term health needs are very carefully addressed, with experienced staff on hand to follow any required procedures.

Records, policies and procedures are maintained well overall to promote children's safety and welfare. All paperwork has steadily been reviewed and reorganised with secure storage for confidential materials. Clear and comprehensive risk assessments and daily checking systems ensure that the environment is kept safe. Staffing ratios exceed requirements so that good levels of supervision can be maintained. Children's welfare is safeguarded through clear recruitment and vetting procedures and a good understanding of responsibilities with regard to child protection. Staff are confident to follow correct procedures if they have any concerns.

The provision builds strong partnerships with parents, recognising that they know their children best. General information is shared effectively with them by means of notice boards and newsletters. Parents are invited to complete an 'all about me' form about their child, which helps the staff gain an understanding of the child's starting points and interests. Details about forthcoming topics and suggestions for activities at home are provided for parents, which helps to involve them more in their children's learning. There are good relationships with children's key workers, although currently the arrangements for arrival and collection times somewhat inhibit opportunities for informal discussion about children's progress. Children's development folders are readily available, although there are no systems in place for sharing these in an ongoing way with parents. The setting is building good links with the school and with the local community.

The quality and standards of the early years provision

Children's health, safety and well-being are promoted effectively within the setting. Healthy eating is encouraged through the provision of fruit snacks, discussion and activities to help children become more aware of foods that are good for them. They sit together sociably at meal times, although their independence at these times is not always fully promoted. Children begin to develop a good awareness of safety as they move around their environment. They are regularly involved in fire drills, so that they know exactly how they should behave in an emergency. Staff are quick to spot any potential hazards and give gentle reminders and explanations to children. The location of the premises close to a busy junction stimulates discussion about traffic and how to cross roads safely. This is practised when children visit a nearby home for elderly people to deliver harvest baskets and to sing carols. Staff organise visitors to the provision, such as the community police officer to talk with the children about stranger danger.

Children thoroughly enjoy outdoor play, with access to two play spaces within the school grounds. They eagerly investigate resources in the 'Quad', as they crawl through tunnels, climb and slide. They carefully steer pushchairs down the ramp and build tall towers with large blocks. Children show increasing skill as they use bats and balls and pedal wheeled toys. Children are given as much choice as possible about where they play although there cannot be total freedom of movement between indoor and outdoor areas for security reasons and because they are shared with the school. Staff set out writing and drawing materials outside for children who may prefer to play less active games.

Children take part in a balanced range of activities at each session, with opportunity for free play and times when they gather together for group activities. Staff recognise that for some younger children and for those with additional needs, group times may be more difficult and they are considering ways in which all can be suitably engaged. Most children arrive confidently and quickly settle to an activity of their choice. They become deeply absorbed in planning a shopping expedition or they spend a long time carefully constructing a complex model. Children's achievements are warmly acknowledged as they share their model with the rest of the group. Many children are beginning to use language well in their play and in conversation with the adults who care for them. They are very interested in books and stories and are developing manipulative skills to support early mark making as they roll and pat dough into shapes, paint and draw.

Labelling is generally clear around the setting, although some name labels are in very small print, with no picture or logo for a younger child to recognise. Writing materials are not consistently available in role-play areas to encourage children to write for a purpose. Number, counting and problem solving activities are regular features of children's play and daily routines. Older children have planned opportunities to use the school's IT suite, but the computer in the setting is not yet operational for all children to access. However, children are introduced to everyday technology with resources such as cameras and magnifying glasses.

Staff observe children as they play to help them to identify children's interests and any areas where they may be struggling. They are steadily becoming familiar with new systems of recording their observations of children and of using these to inform their planning. The key person system works effectively so that children are well supported and make good progress in their learning. Children build trusting relationships with the staff who care for them and respond well to their gentle guidance. Through discussions and activities, such as making their 'kind hands' display, they learn about sharing and how to play harmoniously.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.