

St Andrew's (Wriggle Valley) Pre-School

Inspection report for early years provision

Unique reference number EY365343
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Inspector Michelle Tuck

Setting address St. Andrews C of E Primary School, Stonyacres, Yetminster, SHERBORNE, Dorset, DT9 6LS
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Type of setting Childcare on non-domestic premises

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).

Description of the setting

St Andrew's (Wriggle Valley) Pre-School re-registered in 2007 and is now operated by the governing body of St Andrew's C of E Primary School, in Yetminster, Dorset. The pre-school runs from a separate building within the grounds of the school and has its own facilities including an enclosed outdoor play area. The setting is open from 08.30 until 15.00 term time only.

The pre-school is registered on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 32 children on roll. There are three members of staff who work with the children. All staff hold an appropriate early years qualification and the manager is currently studying for a degree in early years.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, with some outstanding areas. Children are confident and enthusiastic learners who engage in a wide range of interesting, challenging and exciting activities. Staff work very closely with each family in order to meet every child's individual needs and support their learning. Consequently children make rapid progress towards the early learning goals in all areas of the curriculum. The setting has a strong commitment to improvement and continually seeks ways to enhance the provision in order to promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure plastic bags are not within reach of children
- consider how staff are deployed when children are arriving to provide adequate supervision to ensure children can not leave the premises unsupervised

The leadership and management of the early years provision

Staff and parents work very well in partnership with one another. Children are allocated a key person when they start at the pre-school, and this link between home and the setting ensures that each child's individual needs and interests are understood and clearly reflected in their care and the support they receive for their learning.

Staff reflect regularly on how well the activities they provide promote children's learning outcomes. These regular discussions and reflection on practice are used very effectively to identify ways to improve the service offered. For example, the outside area has been developed and free flow play introduced to provide more

opportunities to support children in developing a healthy lifestyle. Detailed forms are completed at admission by parents and carers to include children's interests and achievements. To develop this even further, once children commence their placement at the setting, parents are invited to write down their child's achievements at home and put them into the 'magical box' to be celebrated at pre-school and included in their child's progress folder. A range of policies and procedures are in place, which are relevant and up to date with current practice.

Staff enthusiastically seek training and also liaise with other professionals, to ensure they are all working together to safeguard children. Good deployment ensures that children are well supervised and supported. However, on the first day of inspection, only the manager was available to greet the parents and children as they arrived, which did not assure that children could not leave the building unsupervised. The manager provides effective leadership, linking closely with the committed team of staff to communicate ideas and promote children's welfare and development. Excellent links have also been made with the early years coordinator of the school. The systems in place for self-evaluation are developing well.

The quality and standards of the early years provision

Children have excellent opportunities to develop a healthy lifestyle. They regularly play outdoors in the fresh air, where they access a range of equipment to exercise their large muscles, such as a climbing equipment and balancing beams or wheeled toys such as bikes and scooters. They help to plant seeds and observe them as they grow. They also have the opportunity to take part in a wide variety of other activities outside such as dressing up and role play, and also water play and painting.

Children enjoy regular meals and drinks. Staff liaise closely with parents to promote healthy eating. Children are able to help themselves to a drink of water whenever they are thirsty, and are diligent about hand washing before meals and after wiping their nose. Children are developing a secure understanding of how to keep themselves safe, for example, by walking while inside so they do not fall and staff talk to them about not using the climbing equipment outside when they have dressing up clothes on that may get caught under their feet and cause a hazard. Inside the pre-school, they handle tools and equipment carefully to minimise the risk of accidents; for example, they sit down at the craft table when using scissors, knowing they must not walk around with them. Staff are generally very aware of safety issues and remain vigilant, however, there was a plastic carrier bag on the floor in the toilet area for a short period of time during the inspection.

Children approach activities very enthusiastically. They confidently choose from the available resources and enjoy playing with other children and work well together taking turns and helping one another. Excellent use of routine and spontaneous play opportunities supports children's learning well. For example, children request to hear the story of 'Jack and the beanstalk' again, they actively get involved holding the pretend beans for Jack and pretending to throw them out of the window when Jack asks them to. Staff observe children's play closely in order to assess their progress and achievements. They take photographs of children at play

and evaluate what they are learning. Informative and attractive records of children's learning demonstrate their rapid progress towards the early learning goals in all six areas of the curriculum. This information is used very effectively to identify children's next steps for learning and to keep parents up to date with children's progress.

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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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