

Welcome Pre-school Group

Inspection report for early years provision

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Inspector	Liz Caluori
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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*.

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.

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Description of the setting

Welcome Pre-school Group opened in 1989. It operates from three rooms within a church on the outskirts of Heathfield town centre and has use of an outdoor area. The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The group may care for 30 children from two years to under eight years and there are currently 20 children on roll. The group is able to support children who have special educational needs and/or disabilities and those for whom English is an additional language.

The group opens five days a week during school term times. The core sessions run from 9.30am until 12.30pm. There is an optional 30 minute session from 9am until 9.30am and lunch club from 12.30pm until 1.30pm. In addition, there is an extended day on Friday when the group is open until 2.45pm. There are five members of staff employed to work with the children, four of whom hold appropriate early years qualifications. The group receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun as they play happily with their friends in the safe, welcoming environment. Their individual care and learning needs are very well recognised and addressed and, as a result they are making good progress in all areas. Effective self-evaluation supports the manager and staff team to identify the strengths and weakness of the provision and very positive relationships exist with parents, carers and other professionals encouraging a good exchange of information.

What steps need to be taken to improve provision further?

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

- address the minor inconsistencies in the quality of the written information provided for parents and carers
- review the organisation of the session and the deployment of resources to offer greater opportunities for children to develop their independence through exploration and investigation
- extend the arrangements for monitoring children's progress in order to identify any gaps in achievement across the provision.

The effectiveness of leadership and management of the early years provision

Children are protected by effective safety arrangements. Risk assessments are undertaken and the findings used to put in a place appropriate precautions. In addition robust recruitment procedures ensure that children are cared for by appropriately experienced and vetted adults. The deputy takes lead responsibility for coordinating child protection concerns and has attended training to support her in this role. A clear written policy is made available to parents and carers which outlines the process to be followed should an allegation be made against a member of staff.

The manager and staff work very effectively as a team which creates a positive, harmonious atmosphere. They demonstrate a clear commitment to continually improving all aspects of the service offered. Regular self-evaluation takes place and is used to identify the strengths and weaknesses of the provision.

Children have access to a satisfactory range of toys and resources although these are organised across three different rooms. Therefore, the selection available to children at any one time is limited. The current arrangement of moving children between the hall and the two smaller rooms at set times during the session reduces their opportunities to enjoy extended periods of freely chosen, child initiated play.

The caring, inclusive atmosphere within the pre-school helps children to feel secure and settled. They are very well supported to develop an understanding and respect for diversity which ensures that they interact well with their peers and learn about the lives of people from throughout the community and the wider world. Whilst their individual needs are very well identified, there is currently no system in place to support staff to identify gaps in achievement across the provision as a whole.

Children benefit from the friendly, positive relationships in place with their parents and carers. A range of written information including policies and procedures is provided although there are some very minor inconsistencies in the quality of some records. Parents and carers are informed of their child's progress and are given good encouragement to become involved in setting future goals. The importance of maintaining good working relationships with other professionals involved in promoting the care and development of the children is also well recognised.

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

Children are happy and settled in the very friendly pre-school environment. They are making good progress in all areas of their development as a result of the effective procedures for assessing and monitoring their progress and identifying their next steps. They chat happily, and very expressively, as they play and are developing very good vocabularies. They also enjoy listening to the stories read by

staff and enthusiastically contribute their comments or predictions of what will happen next. They are developing an understanding of sounds and letters and many are able to form recognisable letters and numerals in writing. Children make very good use of the role play area and concentrate well as they act out domestic tasks with the kitchen equipment. They are very confident singers and have a large repertoire of songs committed to memory.

Very good support is provided for children to develop effective social skills. They behave very well and are wonderfully polite and caring. They are helped to develop a range of skills which will support their transitions to school. These include good access to resources which promote their information and communication technology skills and practical skills such as putting on their coats and shoes. There is, however, a tendency for the routines to be slightly too adult led at times. Therefore, whilst children are progressing well and having a lot of fun, they are not sufficiently encouraged to become inquisitive, independent learners.

Children enjoy nutritious mid-morning snacks and those staying for the extended day bring in packed lunches from home. They are encouraged to learn about the benefits of healthy eating and parents make donations of fruit to share for 'fruity Fridays'. Drinks are constantly available to the children to access independently. Children are well supported to understand the importance of following healthy lifestyles. They routinely wash their hands before eating and after using the toilet. They also benefit from visits from the nurse to reinforce the importance of good dental hygiene. Children enjoy very good opportunities to take part in physical games both indoors and outside. They enjoy the freedom they receive to run around, use the ride-on toys and to practice specific skills such as throwing, catching and kicking balls.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met