

Welland Park Community College Pre-School and Creche

Inspection report for early years provision

Unique reference number	226486
Inspection date	05/03/2012
Inspector	Alison Putnar
Setting address	The Bugalow Welland Park College, Welland Park Road, Markey Harborough, Leicestershire, LE16 9DR
Telephone number	01858 465 087
Email	creche@wellandpark.leics.sch.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Welland Park Community College Pre-School and Creche was registered in 1998. It operates from a detached bungalow situated on the college campus. There are two playrooms plus a kitchen, toilets and a fully enclosed garden for outside play. The pre-school and creche serves the local community of Market Harborough and surrounding villages.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children at any one time. There are currently 58 children on roll. This includes 41 children funded for early education. Children attend a variety of sessions each week. The setting is open on Monday and Thursday from 8.45am to 4pm, Tuesday and Wednesday from 8.45am to 2.45pm and Friday 8.45am to 1pm, term time only. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 11 members of staff who work with the children. Of whom, nine have early years qualifications. The setting receives support from an early years teacher and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic and dedicated staff team work exceedingly well together and create an inclusive environment where individuals are respected and valued. Children's care and learning needs are met effectively as the setting works very closely with parents and in partnership with other professionals. An enabling environment is created where space and resources are organised in a child-centred approach. As a result, children make rapid progress in relation to their starting points as they explore through play. Children's welfare is a high priority and they are protected through highly secure practices. Extensive systems to evaluate and improve practice are in place and result in a continually improving setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing with methods of self-evaluation and reflective practice to maintain and build upon the excellent standards already achieved.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is exceptionally well maintained in the setting. Staff fully understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Staff are highly vigilant of children's safety and implement the comprehensive range of policies and procedures to ensure the smooth day-to-day running of the setting. Risk assessments are conducted to minimise the likelihood of accidents and staff supervise children consistently. They seize every opportunity to use sensitive discussion to support children to consider safe practices for themselves. Robust recruitment and vetting systems ensure that staff are suitable to be working with children and hold appropriate qualifications. There is a clear commitment to on-going training and development within the staff team. This significantly enhances the quality of the care and education for children. The setting has very effectively maintained the high standards found at the previous inspection and demonstrates a clear commitment to continuous improvement. For example, development of the outdoor play provision provides increasing challenges and learning opportunities for all. Staff are fully involved in the continuous review of how well the setting meets children's needs. They regularly discuss new initiatives and seek and act upon guidance from local advisory staff, other professionals and high-quality settings.

Staff skilfully organise routines and the physical environment with children's best interests in mind. Children are encouraged to make choices throughout the session keeping them active and interested in their learning environment. The staff team demonstrate an excellent attitude to supporting individuals' progress. Adults are highly effective in ensuring that all children are fully included in the setting. Knowledge is used skilfully to assess and track children's progress and to plan further interesting activities that support children to build on the skills they already have. Staff succeed in striking a balance between adult-led activities, interacting with children to enhance learning and child-led activities that provide time for children to make their own discoveries and learn skills through self-initiated play. Staff show genuine interest in the children, taking time to listen and respond to them. The high adult-to-child ratios ensure each child receives appropriate care and attention with many opportunities for one-to-one story sessions or offering comfort to less confident children. Effective methods for supporting children at an early stage of speaking or those learning English as an additional language are well established. Visual aids, signs and symbols are used to aid communication and staff learn words in a variety of languages to actively support both children and parents when they first attend.

Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. The setting clearly values parents' involvement, ensuring all relevant information is shared and obtained at initial settling in sessions to enable the staff team to cater for individual needs. Praiseworthy systems are established to ensure that all adults involved in the children's lives work together to support children's care and learning needs. Home/setting diaries, daily informal chats and planned meetings enable all to contribute to children's on-

going development. A range of social events and opportunities for parents to spend time in the setting, sharing their knowledge and experiences contributes to the positive relationships. For example, provision of a 'Dad and me' group engages male carers in their children's activities, enjoying fishing, woodwork, craft and cooking together. Strong links are created with the local schools and other childcare settings promoting continuity in children's learning experiences and aiding a smooth transition as children move on in their education.

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

Children benefit from staff's genuine commitment to meeting their needs. Highly secure relationships are formed enabling children to feel safe and secure in the setting. Staff keep up to date with details of children's interests. This information is used very efficiently to plan relevant innovative activities to extend individual's learning. Children make impressive progress in their personal, social and emotional development providing an effective foundation for future learning. Those new to the setting settle very quickly as they receive support and comfort provided by staff. Individual support, encouragement and praise are given as children persevere or attempt new skills, such as writing letters of their name or when managing personal care routines. Staff demonstrate excellent role models and children show a clear understanding of expectations for behaviour. They show care and consideration for others, for example, a child spontaneously brings a tissue for a friend who has had a minor accident. A group of children independently share and take turns on the popular wheeled toys and manoeuvre them carefully to avoid injury to themselves and others.

The outdoor area has been created to offer a vibrant, exciting, challenging environment where children enjoy many opportunities to learn through their play and experiences. The area is very well used in all weathers as staff recognise that some children learn better outdoors. It offers activities to support all areas of learning and as a result, this helps children develop skills for the future. Here they explore features of the natural world and develop knowledge of mathematical concepts as they help to construct dens. They develop hand control to support writing skills as they use a range of tools in the compost or as they chalk and paint on a large scale. Children benefit from exploring how plants grow; they nurture them and show wonder as they hunt for bugs in their sensory garden. Children develop their imagination as they use the role play areas or create a dinosaur land. Throughout the session children choose when to play indoors and outdoors, fostering their enjoyment. Children are supported to assess their own risks in a safe environment, for example by using real tools under close adult supervision.

The routines of the setting help children learn to be safe and healthy. Staff skilfully bring wider aspects of learning into everyday activities enabling children to consolidate their skills and knowledge. For example, a group of children count how many are present at the snack table evidencing their mathematical abilities, while others select their name card showing developing reading skills. The frequent outdoor activities effectively encourage children to develop an awareness of

keeping healthy through exercise and fresh air. Healthy snacks are provided with water available at all times. Personal hygiene is regularly instilled and children understand that they need to wash their hands before snacking. Older ones understand about the need to put tissues in the bin to prevent spreading germs. Children understand that they need to sit at the table for their food, and they make choices when to access their snack showing an understanding of their own body's needs. Periodically, physical activity sessions occur in the large hall of the college, which further enhances children's physical development. The setting recognises the importance of promoting children's awareness of diversity throughout its work. Consequently, children's knowledge and understanding of the world is well supported because differences are recognised and valued. Significant events are celebrated; staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices. Children's self-esteem flourishes as parents come in to share their knowledge and activities, such as food tasting, support children to explore wider cultural issues. In addition children make sense of their own community through regular trips out and through visitors to the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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