

W.I.S.P.S.

Inspection report for early years provision

Unique reference number	110165
Inspection date	25/06/2009
Inspector	Gordon Jackson
Setting address	Winklebury Infants School, Willoughby Way, Winklebury, Basingstoke, Hampshire, RG23 8AF
Telephone number	01256 359215
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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

Winklebury Infant School Pre School (known as W.I.S.P.S) opened in 1992. It meets on the site of the Winklebury Infant School and comprises a playroom, kitchen and toilets. A second classroom is available in the school for some sessions. The preschool are able to access some of the school's resources and facilities including the playground, fields and hall. It is situated in the Winklebury area of Basingstoke. The preschool is registered to care for 48 children on the Early Years Register. A maximum of 24 children aged two to five years of age may attend at any one session in each classroom. The preschool is open on Monday to Friday 08:30-15:30, with morning, afternoon and all day sessions available during term time only. The group has close links with the school and the majority of the children attending move on to the school. There are currently 60 children on roll with 51 three- and four-year olds on receipt of funding for nursery education. The preschool supports children with learning difficulties and/or disabilities and supports children who speak English as an additional language. The preschool employs seven members of staff. Of these, four members hold relevant early years qualifications at level 3 and two at level 2 who are working towards a level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The pre-school unit provides an excellent source of education and social care for its children, based on the work of the outstanding manager, the high quality staff and an effective committee. The unit has an open access policy and welcomes children of all abilities and from all backgrounds. The unit fully endorses the guidance provided by the Early Years Foundation Stage and the carefully thought-out practices are fully embedded in everything the staff does. These practices are regularly reviewed and evaluated, and comments welcomed from parents. The new manager has ensured that appropriate action on all the recommendations from the previous report have been fully taken together with new and efficient working practices established.

What steps need to be taken to improve provision further?

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

- seek an agreement with the infant school to expand the outdoor area attached to the unit, in order to provide additional facilities to develop further the physical development of the children.

The leadership and management of the early years provision

The new manager has used her previous experience of working with young children to introduce new administrative and educational practices into the unit and to ensure that all the children's needs are fully met. She is well supported by

her deputy and the team of other staff, all of whom are keen to obtain further training. All activities develop both educational and social skills and are fully geared to meeting the guidance provided by the Early Years Foundation Stage and ensuring that the stepping stones to the early learning goals of the Foundation Stage are firmly established. The manager has completed a clearly thought-out self-evaluation form for the work of the unit which accurately identifies areas and points for action. The committee also provides an important monitoring role in ensuring that the unit provides the best possible provision for the children.

Overall, children make very good progress in acquiring a broad range of valuable skills and developing self-confidence. Particularly important is the opportunity given to them to make choices in a variety of areas. On two days a week, older children have the opportunity to use an additional area in the infant school, which helps build confidence relating to transition to the Reception class. This also enables the unit to have access to climbing bars and a larger outside play area, so enabling them to use larger activity facilities such as bikes. Use of these contributes to the children's physical development and provides an element of risk awareness. The children are happy in the unit as they feel safe and secure and clearly enjoy their time in the unit. Staff interact very well with the children and as a result, very good levels of progress are made in terms of the children's development. This progress is carefully monitored at all times and good detailed records are kept which parents and Reception teachers find useful.

Weekly staff meetings ensure that a full interchange of information occurs relating to children's progress, administration and both short term and long term planning. Safeguarding and health and safety issues are fully considered. Weekly communications with parents exist and comments indicate that they especially appreciate the pre-school facilities provided by the unit.

The quality and standards of the early years provision

The manager and her staff have a very thorough understanding of the importance of creating a safe and welcoming environment. As a result, children entering the unit for each session feel at home and quickly settle to productive activities which have been carefully set out around the room. The children have very good relationships with the staff and, following suggestions, will readily move from one chosen activity area to another. Children using the main computer and other keyboard type activity toys are carefully monitored to ensure that all have access as required. The computer programs are fully educational and contribute to a variety of learning and skill areas. Health aspects are given a high priority with children being reminded of the need to wash their hands after using the toilet and before eating food. The toilet areas are clean, appropriate and carefully monitored for cleanliness.

Children feel safe in the knowledge that they can trust staff. The staff sit with the children in a family situation and this helps to encourage conversation. Although parents provide food and drink for supervised lunch and snack sessions, staff use the opportunity to discuss with the children healthy eating practices and to provide training in the use of knives for cutting fruit. No undue pressure is placed on the

children at such times and they observe good table manners and are clearly happy with the arrangements. Children decide when to eat their snacks, this being a further example of providing choice.

Children are very friendly and cooperate exceptionally well with the staff and with each other. They are particularly keen to show the result of their craft-work activities, and good wall displays exist of finished paintings. This week one of the themes related to creatures and one boy proudly showed examples of insects he had found outdoors, using the magnifying apparatus provided. The unit provides a wide range of carefully selected learning activities linked to the weekly theme. Although there is an outdoor area adjacent to the main unit, this is small and limits the opportunity for use of larger mobile equipment. However, children enjoy using the borrowed wheelchair and walking frames, which have been provided to give an awareness of disability issues. On two days a week, the unit has additional facilities in the main school, which gives a greater range of outdoor opportunities for older children to enjoy. On occasions, children are given the opportunity to undertake 'environmental exploration expeditions' around the main school grounds and to go on supervised walks and other trips, so providing them with a sense of adventure and risk awareness. Overall, the children are very well looked after and they make very good progress in various areas of learning and development.

The manager and her staff regularly review and evaluate all procedures and the values of activities provided and look for new learning opportunities. They share a common goal in trying to identify new and exciting learning experiences based on the children's interests and enthusiasms and encourage parents to contribute to this through recommended home learning activities. Staff carry out informal observation of activities undertaken by children, whilst they are at play. These observations are noted and discussed at weekly staff meetings and enable a clear written development profile to be obtained which is helpful to parents and the main school and gives a focus for future work with particular children.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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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