

W.I.S.P.S.

Inspection report for early years provision

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Inspector	Mandy Gannon
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

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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*.

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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 sensory room is due to open in November 2010. 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 32 children on the Early Years Register. A maximum of 32 children aged two to five years of age may attend at any one session. The preschool is open on Monday to Friday from 8:30am to 3:30pm, 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 52 children on roll. The setting is in receipt of funding for provision of free early education to children aged two to four. The pre-school 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. The manager holds the Early Years professional Status (EYPS), four members hold relevant early years qualifications at level 3 and the others are working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a setting where their individual needs are paramount and the uniqueness of each individual is celebrated. Children thoroughly enjoy their time at the setting where they feel safe, secure and at ease. The pre-school provides an excellent environment of learning and care where children make substantial progress due to the exceptional work of the manager, staff and committee. A cohesive, collaborative approach by all involved ensures the best possible outcome for children.

What steps need to be taken to improve provision further?

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

- further developing the outside area to enhance children's ability to use their senses, to learn about the world around them and make connections between new information and what they already know.

The effectiveness of leadership and management of the early years provision

Children are protected as all staff have a comprehensive awareness of safeguarding issues and have attended training. Robust policies and procedures are implemented, regularly reviewed and updated. Excellent security procedures are in place to check persons entering the premises and an accurate record of times of arrival and departure are maintained. Staff take steps to protect children and conduct effective risk assessments. A highly organised manager and committee ensure that effective recruitment and vetting procedures are followed and records are maintained. Children have an excellent understanding of keeping themselves and others safe as they are aware they do not run inside. Staff skilfully and sensitively support children develop their understanding of sharing and taking turns.

The setting's collaborative approach in working in partnership with parents and others is excellent. Highly effective communication channels between parents and others ensure that the individual needs of each child is met promoting their learning, development and welfare. Children benefit from successful partnership with parents who are fully involved in the evaluation process and contributing to their child's achievement, well-being and development. Staff skilfully and successfully support and promote equality and diversity by ensuring that all children are included, all staff are trained in the use of Makaton as a form of communication which they use with the children during the session. The setting provides guidance and information about the Early Years Foundation Stage (EYFS) in both English and other languages; information evenings on how parents can support and develop their children's learning are regularly promoted. The highly inclusive systems of communication ensure the individual needs of each child are met. Successful links formed with schools, childminders and the local children's centre aid transitions and enhance professionalism.

The dedicated leadership and management of the setting promote continual drive for improvement and best outcomes for children. A committed, qualified professional staff team work seamlessly together. Staff moral is high as each member of staff is fully valued. Inspiring processes are in place to manage the performance of staff through peer on peer observations, regular appraisals and training, promoting efficient systems which support and enhance staff's further development. Highly effective evaluation systems are in place involving staff, parents, childminders and the management team who have a precise vision of strengths and areas for further development in a setting which has excellent capacity for continued improvement.

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

The manager and her staff ensure that the welfare of the child is their top priority. A safe and welcoming environment is provided; as a result children entering the

setting feel at home and quickly settle to an extensive range of activities to meet their needs. Children are engrossed in activities and relationships are very good with staff acting as calm role models and a mutual respect is clearly visible where everybody is polite and courteous. Children play extremely well together negotiating as they build walk ways using planks. Extensive opportunities are available to utilise the outdoors in all weathers as children can access waterproof suits when required and move freely between the in and outdoors learning environment. Plans to further develop the outdoor area are taking place over the forthcoming months with plans to lay new surfaces and add an all weather canopy. Children use the neighbouring school field and excitedly roll down the grass slope, skilfully play football and manoeuvre around obstacles on trikes and scooters. Children freely access fresh drinking water ensuring they remain hydrated and bring healthy snacks and lunches from home. They make choices when they wish to have their snack and independently select plates and cups from the cupboard. Staff use snack times to extend children's understanding of healthy eating and children skilfully use cutlery to cut their own fruit effectively supported by staff. High priority is given to health aspects, with children having a comprehensive understanding of the need to wash their hands before eating food and after toileting. Staff ensure that robust nappy changing arrangements are in place. Children's health and well-being is significantly enhanced due to the successful promotion of regular access to fresh air and exercise and the promotion of healthy eating contributing to a healthy lifestyle.

Children enjoy a wide variety of books, including fiction and non-fiction, magazines and home made books. Children's communication skills are fully promoted through pictorial signs and labelling which enhances children's understanding of the written word. Children make rapid progress in the setting as skilled staff successfully support children to follow their interests adapting opportunities to fully extend and develop their play. For example, a child is building in the garden and decides they want to make a flag for their building; they go inside and independently access a stick and materials to make their flag. Children confidently use the computer and programmable toys with fully educational programs which contribute to their learning. Children have extensive opportunities to be creative and develop a sense of value as their work is displayed.

Children feel safe and secure in a setting where the interests and needs of the child are always paramount. Children enthusiastically respond at circle time to the questions asked by 'Mitch' the puppet, they confidently count and many are able to identify their own and friends names. Regular informal observations are made by staff and together with the close partnerships with parents ensure detailed development profiles are in place and next steps are clearly identified. Children benefit from a forward thinking staff team who through regular meetings and evaluations ensure that the learning opportunities of each child are fully met.

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

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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

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