

# Wildern Opportunity Group

Inspection report for early years provision

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| <b>Unique reference number</b> | 507861  |
| <b>Inspection date</b>         | 15/03/2011  |
| <b>Inspector</b>               | Alison Large  |
| <b>Setting address</b>         | Centre 2000, St. Johns Road, Hedge End, Southampton,<br>Hampshire, SO30 4AF |
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| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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**

Wildern Opportunity Group opened in 1988 and operates from Centre 2000, in the Hedge End area of Southampton. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday between 9am to 3.30pm in term time only, and children are also able to attend for a morning or afternoon session. A lunch club is offered to children wishing to stay all day. On Wednesday and Friday mornings the sessions are provided for parents and children aged birth to five years to attend by referral only. The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are currently 36 children on roll, and the setting receive funding for early education. Children can attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and is able to support children who speak English as an additional language.

The group employs 13 members of staff. Of these, eight hold appropriate early years qualifications. The setting receives support from an advisory teacher and from the area inclusion officer.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are very happy and settled at the pre-school. Effective systems ensure that children's individual needs are recognised and met, and all children are valued and respected. They are cared for by friendly staff who meet children's learning and welfare needs with success, enabling children to make good progress in their learning. The recommendations set at the last inspection have been met and regular self-evaluation makes sure that priorities for development are identified and acted on, enabling continuous improvement to take place. The pre-school provides a bright and child-friendly area for children to play and learn.

## **What steps need to be taken to improve provision further?**

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

- develop the systems for tracking children's progress to support each child's learning and development
- develop arrangements to involve parents more in the sharing of the children's observation and assessment records

## **The effectiveness of leadership and management of the early years provision**

Children benefit from staff who work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. Safeguarding children is prioritised. Recruitment procedures are robust and ensure staff are suitable to work with children. Staff have a good understanding of child protection issues and are aware of their roles and responsibilities. Thorough risk assessments are completed for the setting and staff make daily safety checks to ensure that children can play safely. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to well-resourced areas where children can explore freely. Systems to self-evaluate the pre-school are in place which reflects on their good practice and any areas for development.

Children benefit from the successful partnership between the staff and parents. Parents commented they felt staff were friendly, approachable and supportive and that their children were very happy to attend and they could not fault the care the staff give the children. Parents are encouraged to come into the group with their children when they first start, to enable them to settle. They are kept well informed about what their children are learning through regular newsletters and via the parents' notice board. They are encouraged to contribute to their children's Learning Journeys and the staff are developing ways parents can become more involved in the sharing of the children's progress. The pre-school also works effectively with other providers, where children attend more than one setting, to ensure a shared understanding of their unique needs.

Equality and diversity is promoted well. Children are learning about wider society and differences through using resources that show positive images of diversity, such as books and role play resources. One of the main strengths of the pre-school is the support given for children with special educational needs. The staff have an excellent knowledge of each child's need and work closely with the parents and other agencies involved with the children. Children with speech and language difficulties are well supported through a daily language group run by staff. Regular staff meetings ensure that information is shared and that all are included in the decision making. This enables them to take pride in their surroundings and enhances their practice, which has a positive impact on the children.

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

Children are happy, settled and many have good levels of confidence and self-esteem. They quickly settle into the routines of the day and independently make choices from the wide range of resources available. Children particularly enjoy playing outside where they can have fresh air and exercise in all weathers. During creative play they are able to experiment with the texture of dough and enjoy

painting and gluing activities. Staff provide good support and interaction during activities and work hard to provide an interesting and stimulating learning environment. Observations and assessments are recorded for each child and staff use these to identify each child's next steps in their learning, although some observations are not clearly linked to the different areas of learning. The systems for tracking children's progress are also being reviewed to ensure children are making the best possible progress in their learning and development, and staff are developing ways in which the parents and children can become more involved in the sharing of the Learning Journeys..

Younger children are becoming confident in their daily routines and good staff support helps them settle. Effective measures ensure children are learning how to stay safe. Staff discuss safety issues with them and ask them to think about the consequences of their actions, such as running indoors or not using the climbing frame safely. They are also learning about healthy lifestyles as they eat nutritious snacks and discuss healthy eating. The children enjoy a cafeteria style snack time, their personal independence is promoted as they pour their own drinks and choose from the healthy options provided including fruit and vegetables. They learn why it is important to wash their hands after using the toilet and before eating.

Children are making good progress as they take part in an exciting range of activities that cover all areas of their development. They are fully involved in the play provision, for example, they enjoy playing with the play dough and using a variety of tools and resources. They have good opportunities to choose what they want to do. The environment is organised to allow children to move freely between different areas and toys and resources are stored in low level units so they can select them independently. They can also decide whether or not to play outside and are able to access the outdoors in all weathers. Children of all ages enjoy taking part in activities such as group games or playing in the water or sand. They are well behaved and forge good relationships with one another. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| 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

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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       | 2 |

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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