

Oare Kids @ Wilcot

Inspection report for early years provision

Unique reference number	EY377202
Inspection date	15/10/2008
Inspector	Nikki Whinton
Setting address	Wilcot Village Hall, Wilcot, SN9 5NN
Telephone number	01672 569100
Email	
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Oare Kids @ Wilcot opened in 2008. It is registered on the Early Years Register. It is located in the village hall at Wilcot, near Pewsey, Wiltshire. It is run and managed by the same committee and staff as Oare Kids Pre-School, which meets in the village of Oare. The provision does not offer easy access to wheelchairs or for those with disabilities. A maximum of 20 children aged from two to under five years may attend the provision at any one time. The group is open on Wednesdays from 09.15 until 12.45 during school term times, unless weather conditions are severe. Should this occur the group meets at Oare. There is a fully enclosed outdoor play area.

There are currently 15 children in the early years age range on roll. All receive funding for early education. The setting employs three members of staff. All hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The well-qualified, enthusiastic staffing team know the children very well. They offer a very good balance of stimulating, exciting child initiated and adult led activities that enable children to be active independent learners and explorers within a well-organised inclusive outdoor environment. Staff do not liaise with other key providers regarding children's learning or use assessment information to plan children's next steps. Children's behaviour is exemplary, they are confident and demonstrate advanced social and self-care skills. The staff effectively safeguard the children; teaching them about healthy eating and how to keep themselves safe. They have a very strong partnership with the parents, who are invited to become involved in their child's learning, both within the group and at home.

What steps need to be taken to improve provision further?

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

- ensure information obtained from assessments, together with input from other key providers, is used in planning for the next steps in individual children's learning.

The leadership and management of the early years provision

Children's welfare and learning is promoted by a small, consistent staffing team that is well-qualified, highly experienced and very capable. The staff are reflective practitioners. They are constantly evaluating the quality of the provision, using targeted training courses and advice received from Wiltshire's early years advisors in order to enhance the learning and development opportunities available to the children. The staff are aware of the group's strengths and realise the areas for improvement, such as the need to liaise further with other key providers and to

develop the assessment system in order to plan for children's next steps.

The staff act as very positive role models. They know the children extremely well, appreciate their differing needs and understand their varying abilities. Every child is valued and treated as an individual. The provision is very well organised, with an excellent balance of child initiated and adult led activities to encourage the children's independent learning and the development of their self-care skills. All legally required documentation is carefully maintained and always available to support children's care, such as in an emergency. Children's welfare is safeguarded, risk assessments are in place and used to promote children's safety, such as when on outings. The staff have established strong links with the parents, who are actively encouraged to become involved both in the pre-school and their child's learning.

The quality and standards of the early years provision

Children experience a stimulating, secure outside play environment whilst attending Oare @ Wilcot, that enables them to be active, independent learners. The setting is extremely well organised. Resources are attractively displayed at children's height to encourage exploration and attractive labelling is carefully positioned to support children's recognition of familiar words in print. Staff offer a balanced fully inclusive range of adult led and child initiated activities that cover all aspects of the early years curriculum. Children listen to stories about native American Indians whilst sitting in a giant tepee, investigate the 'found sounds' of metal kitchen equipment hung on a line, observe the changing consistency of sand when water is added from a container, hunt for mini-beasts in the long grass and energetically dig in the setting's garden area.

The children are very confident and demonstrate good self-esteem. They are consistently well occupied, whilst they explore their natural world. Their behaviour is exemplary, they demonstrate advanced social skills whilst interacting with their peers and show high levels of independence. Children have very good self-care skills, gained through the everyday setting routines such as pouring their own drinks whilst selecting their healthy snack at the self service café, wiping their noses before disposing of the tissue hygienically and self-registering at the beginning of the session. Children have a secure knowledge of the group's hygiene routines, one child asking her peer if she has washed her hands before she has a chance to select her snack. In addition, through practical activities, such as throwing apple cores or bio-degradable paper towels on the group's compost heap children are gaining an awareness of environmental issues.

The staff act as very positive role models, have a secure understanding of child protection issues and take positive steps to help ensure children's safety. They enable children to try new activities and take reasonable risks. For example, they facilitate children investigating how they could balance on a tower comprising of car tyres and wooden planks, whilst standing close by to prevent the children hurting themselves. In addition, they extend the children's thinking skilfully, such as when asking a group of children to compare the quantities of sand they have poured into buckets positioned on giant balance scales.

The highly competent, enthusiastic staffing team are consistently well-deployed to support the children's welfare and learning. They have an extremely positive relationship with the children, know them very well, treat each child as a valued individual and have a clear understanding of their differing abilities and interests. They are consistently observing and assessing the children, using their written observational evidence together with photographs of the children engaged in activities in order to complete learning journey records. Parents are encouraged to become actively involved in their child's learning, such as by sharing their skills, completing observation sheets detailing their child's achievements at home for inclusion within the learning journeys or by bringing in articles from home linked to the current topic. Staff do not liaise with other key providers about children's educational progress, nor use evidence from parents' or their own assessments, to plan for children's next steps.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.