

Windermere Preparatory School

Inspection report for early years provision

Unique reference number	EY413618
Inspection date	28/09/2011
Inspector	Sandra Williams

Setting address	Windermere Preparatory School, WINDERMERE, Cumbria, LA23 1AP
Telephone number	01539443308
Email	wps@windermerschool.co.uk
Type of setting	Childcare on non-domestic premises

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 2011

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).

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

Windermere Preparatory School has been registered by Ofsted on the Early Years Register since September 2010. It operates from three rooms, a dining room, assembly room and outdoor play areas in Windermere Preparatory School, which is an independent school in Windermere, Cumbria. The school is located close to Windermere town centre and is within walking distance of the local amenities.

A maximum of 53 children in the early years age group may attend the facility at any one time. There are currently 42 children on roll in this age group, some of whom are in receipt of funding for nursery education. The pre-school is open Monday to Friday from 8.30am until 5.30pm during term time only. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eight members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of level 3. The staff group also consists of qualified teachers and graduates in early years childcare and education. The pre-school is a member of the Pre-School Learning Alliance and liaises closely with the local early years consultants and the advisory teacher service.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly effective and stimulating pre-school caters for all children's unique and individual needs exceptionally well. The extremely motivated and committed staff group make sure that they successfully promote children's safety, welfare and learning to an excellent standard. Partnerships with parents, other agencies and other providers of the Early Years Foundation Stage are highly effective in successfully promoting children's welfare and learning. This means that children are making excellent progress towards the early learning goals, given their age, ability and starting points. Managers and staff have a commitment to excellence and are constantly self-evaluating and reflecting upon their practice to maintain continuous improvements to an already superb 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:

- further enhancing children's developmental files by using a more systematic format for tracking their individual progress and planning for their next steps in their learning.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to the excellent safeguarding policies and procedures in place. The staff receive regular training and have an expert knowledge of the indicators of abuse and the procedures to follow should they have any concerns about the children. A full set of comprehensive policies and procedures are regularly reviewed and conscientiously implemented by the staff. Children are safeguarded by robust recruitment and vetting procedures, including Criminal Records Bureau checks, ensuring that all staff are suitable and safe to work with children. Detailed risk assessments are undertaken to ensure that the premises are extremely safe and free of hazards. The pre-school has excellent security systems in place which keep children safe and secure. Emergency evacuation drills take place to ensure that all children are fully aware of the procedures to follow in the event of an emergency.

The managers and staff strive for excellence in all they do, and all aspects are rigorously monitored. The self-evaluation process is well established and all parties are included in the process, for example, staff and parents. The managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children. Staff morale is very high as they work well together as an established team in an extremely positive and happy environment. Processes for managing the performance of staff and for their professional development are used exceptionally well. The deployment of staff and resources is excellent. Children thoroughly enjoy playing with a fantastic range of exciting, stimulating and imaginative resources, both inside and outside. All of the resources are easily accessible to the children so that they can freely make choices throughout the day, and children are well supported by the staff.

Equality and diversity are completely promoted and embraced by the staff. They are highly effective in ensuring that all children are well integrated, and the development of all children in relation to their starting points is excellent. The staff work very closely with parents to provide extremely good support to children with special educational needs and/or disabilities. The pre-school is rich in images and resources reflecting positive messages about cultural diversity and disability, making it a very inclusive environment. Partnership working is a key strength of this pre-school. The staff have excellent relationships with parents and carers, who are encouraged to be heavily involved in decision making on key matters affecting the pre-school. Parents and carers are very well informed about all aspects of their children's achievements, well-being and development. They comment on the fantastic welcoming and caring atmosphere. They have complete trust in the staff and are impressed by their attention to detail and individual knowledge of their children's needs. Partnerships with other professionals, such as health visitors and speech therapists, are extremely well developed and are highly effective in supporting children and their families. Being situated within the school helps with the smooth transition of the children when it is time for them to move on.

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

Children thrive in this inspiring and inclusive environment. The pre-school is very bright, colourful and welcoming with attractive displays of children's work and photographs, which helps them to feel included. This learning environment is innovatively resourced and effectively meets the needs of all of the children who attend. All children have excellent opportunities to adopt healthy lifestyles and enjoy the fresh air as they freely access the fantastic outdoor play area. It provides them with many opportunities to explore and learn. They learn to climb small trees and build dens in the forest school, as well as toast marshmallows and make cordial from the elderflowers they have collected. They are learning about sustainability as they grow their own vegetables. They show an excellent understanding of healthy eating as they choose from an appetising selection of fruit at snack times. Children have a very good understanding of the importance of following personal hygiene routines and they are aware of why they need to wash their hands at appropriate times. The pre-school is clean and well maintained, and staff follow strict nappy changing procedures to avoid cross-infection. All children feel safe and happy as they enjoy close attachments and excellent relationships with the staff, particularly their key workers. They display extremely high levels of confidence and self-esteem as they make choices and play exceptionally well independently and in groups. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe.

Children are making excellent progress in their learning and development due to the wonderful range of activities that are planned to meet their individual needs and interests. Regular observations and assessments of children's achievements are undertaken. This provides staff and parents with information to plan for children's next steps. Although the information gathered is excellent, it is not always reflected systematically in the children's files.

Children are learning strong independence skills as they pour their own drinks at snack time and put on their shoes before going to play outside. They are constantly treated with respect by the staff, who gently provide them with choices, for example, whether they would like to play inside or outside. The children take great pride in helping staff to tidy toys up at the end of the session. Their creativity is encouraged in many ways. For example, they enjoy painting with their hands and with sponges, and particularly enjoy mixing colours. They also enjoy experimenting with different substances, such as jelly, cornflour and shaving foam. The music playing in the background helps to create a calm and relaxed atmosphere. The children love to sing along and play with musical instruments as a member of staff plays the guitar. Children develop exceptionally good skills in information and communication technology due to the wonderful resources, such as cameras, which they use to take photographs of each other while planting bulbs in the compost. They develop their mark making skills by using a range of different items, both inside and outside. They enjoy a wide range of books and are constantly encouraged to develop their language skills by communicating with the staff and their peers. They learn about numeracy and problem solving as they

count in many situations, for example, as they sing nursery rhymes. Overall, children benefit greatly from attending this innovative 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

