

Watoto Pre-School

139 St Catherine Road, Sheffield, S4 7HJ

Inspection date	18/10/2013
Previous inspection date	20/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make connections in their learning as practitioners use simple questions to promote their understanding of communication and language.
- Children's displays demonstrate their opportunities to develop positive relationships with community members, such as the police and fire fighters. As a result, children are developing an understanding of the wider world and the community they live in.
- Children's self-esteem is promoted well, as practitioners offer consistent praise and encouragement as they develop their independence in everyday tasks.
- Children make good progress in their learning because practitioners work in partnership with parents to ensure that their children's individual needs are continually known and met.

It is not yet outstanding because

- Outside there are, occasionally, fewer opportunities for children to learn about words, numerals and shapes, in order to progress their very good learning even further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with the manager, deputy manager, practitioners, children and parents at appropriate times throughout the inspection.
- The inspector observed activities in the main playrooms and outside.
- The inspector observed all relevant documentation, including accident records, daily registers, policies and procedures and learning and development records.

Inspector

Jane Tucker

Full Report

Information about the setting

Watoto Pre-school was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Burngreave area of Sheffield. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and level 4 or above, including three with early years degrees. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the outside environment, so it is even richer in print and display numerals and shapes in purposeful contexts, so children's learning is promoted towards excellence.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners strive to meet the individual needs of all children at this vibrant pre-school and endeavour to give them the best possible start in life. They provide a wide range of activities, which allow children to demonstrate the characteristics of effective learning. For example, children in the room for two- to three-year-olds learn to concentrate on their chosen task, as they use glue to stick leaves onto a large sheet of paper, which the practitioner has placed on the floor. Open questions allow children to explore their senses, as they feel the leaves, which they describe as 'crunchy' and 'soft'. One child demonstrates their ability to think creatively as they place their leaves on top of each other, showing their skill at independently choosing their own way to do things.

Story sessions promote older children's communication and language skills, as practitioners use 'what', 'where' and 'who' to develop their understanding of simple questions. For instance, a practitioner asks 'Who drives a blue car like this one?' as she

points to a picture in the book. One child answers, 'My mummy', showing their ability to perceive the question and make connections to their own immediate family, demonstrating their understanding of the world. Children in the room for two- to three-year-olds show an early interest in media and materials, as they use musical instruments to take part in songs and rhymes in the outdoor environment. For example, they use 'shakers', to tap along to the beat of their favourite nursery rhymes and imitate movements in response to music, such as stamping their feet.

Equality and diversity are promoted successfully by all practitioners, who are skilled at engaging children in positive discussion about people's differences and similarities. For example, children are learning to understand different cultures and beliefs as they give thanks for the food they are about to eat at lunchtime. This strengthens the positive impressions children have of a range of faiths and cultures and helps them to have self-confidence and self-awareness as they share and celebrate a range of practices and special events. Positive images are displayed in the pre-school, which reflect the wider world and their diverse community. Children are learning to develop confident relationships with community members, such as the police and fire fighters and their displays show how they have preserved these special events. Consequently, children are gaining a positive view of society and the community they live in.

Children are developing their early literacy and writing skills as they use chalk to make marks on a blackboard. One child tells the practitioner they have written three 'As', which shows their ability to give meaning to the marks they have made. Practitioners display many signs, words, numerals and shapes around the indoor environment to develop children's interest in print, letters, numbers and words. However, sometimes, outside there are not as many rich and varied displays, which means children's very good learning is not always as well promoted as possible. Children with special educational needs and/or disabilities and English as an additional language are supported well by caring practitioners, who understand their individual needs. For example, practitioners use consistent gestures, real objects and signs, such as Makaton, alongside words to support their language development.

Practitioners have a good knowledge and understanding of how to promote the learning and development of all children. They use clear observations of children to assess their development needs and identify the next steps in their learning. A good balance of adult-led and child-initiated play based activities provide effective stimulation and challenge. This ensures that children gain a good range of skills to support their future learning, for example, when they move onto school. The strong key person system ensures parents are involved in their children's learning from the start. Parents contribute to children's initial assessment on entry and observations from home are provided once a term to ensure parents share their children's learning and development. Progress checks at age two are completed together with parents and comments recorded on children's assessments show how happy parents are at the progress their children are making. This demonstrates that parent's contribution is welcomed and this approach successfully contributes to the good progress children make.

The contribution of the early years provision to the well-being of children

Children are happy, relaxed and confident in this very welcoming and friendly environment. They enjoy the comfortable and stimulating surroundings and large outdoor space. Play spaces are organised well and resources are stored at age-appropriate heights. This allows children to be independent, play with their friends, use their imagination and become entrenched in their play and learning. Practitioners are consistently supportive of children's own efforts and developing independence, as they encourage them to zip up their coats and fasten buttons on their clothing. They offer praise and encouragement, such as 'good listening' and 'good trying' to promote children's self-esteem and well-being. Practitioners ensure children feel safe and secure as they get to know their individual needs well. They take time talking to parents during their initial visits, which supports children in their transition between pre-school and home and ensures they have a strong bond and attachment with their key person.

Practitioners are good role models in the pre-school. They work well as a team and are polite to each other. As a result, children learn to behave well and play cooperatively with their friends. Good levels of staff supervision ensure children learn consistent boundaries for their behaviour. Mealtimes are sociable occasions and children are learning to be independent in their everyday tasks. For example, at lunchtime children serve themselves and pass the trays of food onto their friends. Children are observed to say 'please' and 'thank you' to their peers and practitioners. This promotes their personal, social and emotional skills, which are important for their move to school. Children's understanding of healthy eating is promoted well, as they know they will be 'big and strong' if they eat their fruit at snack time. In addition, their understanding of the world and the environment is encouraged well. Children learn to save their fruit peel for compost, which will help to fertilise the soil when they grow their own fruit and vegetables.

Good nappy changing procedures are followed and practitioners ensure that good hygiene practices keep children safe and healthy. For example, children learn to independently wash their hands before mealtimes and after going to the toilet. Practitioners encourage children to be aware of their own safety and take sensible risks as they climb outdoor equipment and manoeuvre wheeled toys around their friends. Children have access to daily fresh air and an outdoor environment, which is rich in opportunities for them to develop their physical skills. For example, children roll hoops and tackle a range of levels and surfaces, as they climb grassy mounds and run on concrete and asphalt surfaces.

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

Managers have a good understanding of local safeguarding procedures and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners know how to identify and report any concerns they may have about a child in their care. In addition, their knowledge and understanding is regularly tested in supervision and staff meetings, to ensure they fully understand their

roles and responsibility in this respect. Safeguarding policies and procedure include the use of mobile telephones and cameras in the pre-school, to protect children from their misuse. Detailed written risk assessments are conducted to identify potential hazards to children and the steps taken to minimise them. Robust recruitment procedures are in place and the manager records information about practitioner's qualifications, identification checks and employment history. Furthermore, all practitioners are vetted by the Disclosure and Barring Service to help guarantee children's safety.

Practitioners hold current paediatric first aid certificates, which supports their understanding of dealing with minor injuries and accidents are recorded accurately. Good induction procedures ensure both practitioners and students understand how the pre-school operates and both are provided with induction packs, which include important policies and procedures. This ensures children are cared for by a suitable team of practitioners and students, who are well aware of their roles and responsibilities. Supervisions are carried out every eight weeks, in conjunction with annual appraisals. Peer observations help to identify practitioner's potential training needs and these are supported in their personal development plan to promote the interests of all children.

Managers and practitioners have a good understanding of the learning and development requirements. Practitioners monitor the areas of learning and development, which shape experiences and activities, to ensure children make good progress towards the early learning goals. Practitioners are keen to develop their knowledge and understanding of childcare, as they work towards higher levels of qualifications and make the most of opportunities to attend training events to improve children's well-being. For example, they have recently secured places to attend 'Supporting peer interactions and social skills in young people' and 'Developing and guiding young children's behaviour'.

Self-evaluation effectively takes into account the views of children, practitioners and parents and identifies strengths and weaknesses. The drive for improvement is identified by a clear improvement plan that supports children's achievements over time. Partnerships with parents are strong and good working relationships have been developed, which are extremely positive for children as their needs are continually met and known. Parents speak highly of the pre-school and feel that practitioners 'put the needs of children first at all times'. Partnerships with other providers, especially local schools and other professionals, such as speech and language therapists and the local authority are a key strength of the pre-school. Consequently, children receive continuity of care and learning as practitioners share mutual support and ideas for best practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY367292
Local authority	Sheffield
Inspection number	939281
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	63
Name of provider	Black Women's Resource Centre - Watoto Pre-School
Date of previous inspection	20/01/2009
Telephone number	0114 2751817

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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