



North Tynies - West Woodburn Pre-school

Inspection report for early years provision

Unique Reference Number	EY317376
Inspection date	17 July 2006
Inspector	Hilary, Jane Purvis
Setting Address	West Woodburn School, West Woodburn, Hexham, Northumberland, NE48 2RX
Telephone number	01434 220716
E-mail	
Registered person	North Tynies Childcare Ltd
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

North Tynies - West Woodburn Pre-school has been registered since February 2006. The pre-school is based within West Woodburn First School. The room used is the reception class which has toilet facilities adjacent. There is an outdoor area available. A maximum of 16 children aged between two and five years may attend the provision at any one time. The pre-school runs Monday and Thursday between 12.30 and 15.00 term time only.

There are currently 12 children on the roll of whom four are in receipt of funded nursery education.

There are two members of staff employed at present, both of whom hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy access to a clean, bright and well maintained environment. They benefit from staff having a good understanding of child health and putting in place good procedures to prevent the spread of infection, such as using paper towels and disposing of them appropriately. Staff ensure that children have clean hands at specific times, such as before eating and after toileting. Children's health is well promoted through both members of staff holding a current first aid certificate. There is a suitably stocked first aid box easily available, the contents of which are checked regularly by the manager and recorded, this ensures they remain suitable and in date. A comprehensive sick child policy is in place which promotes the environment as a healthy one.

Lunch is provided via a packed lunch provided by parents. Staff sit with the children and ensure that meal and snack times are an enjoyable, positive social experience for all children. Staff encourage children to be involved in the preparation of snacks setting them tasks, such as counting how many children are present and require a cup or plate. Children obviously enjoy these tasks and enthusiastically undertake them. Children are involved in the preparation of the fruit at snack time and are able to see each fruit prior to being peeled or sliced; staff skilfully incorporate discussions about colour, shape and smell. The children have looked at keeping fit and eating a healthy diet as part of a project on 'people who help us'. They looked at the role of doctors and nurses and their involvement in keeping us healthy.

All children make good progress in their physical development through well planned activities and the effective use of the outdoor area. Children learn to control their bodies in a variety of ways, such as jumping, hopping and skipping. Fun activities, such as the use of a large multi-coloured parachute, are ingeniously used to allow children to develop their physical ability. Hand and eye co-ordination is well promoted with children being provided with a good selection of resources and activities including throwing and catching games and bat and ball activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment. Regular visual risk assessments are carried out on the environment to ensure the ongoing safety of the premises. Written risk assessments are undertaken prior to outings or using the adjacent play area. The childcare area is bright and welcoming with children's work attractively displayed.

Both the indoor and outdoor environment is organised effectively enabling children to safely move around and explore. Children are prevented from leaving the premises unsupervised through the consistent practise of staff locking the entrance door and providing close supervision. The outdoor area is used regularly providing children with varied and interesting play experiences, however, it is not secure as the gate is not kept locked while children are using the area.

The children use an extensive range of toys and equipment all of which are suitable for their age and stage of development. Children have free access to all equipment, which is clearly labelled and stored at a low level. This supports the provision's aim to involve children and develop their independence through the selection of activities provided. A comprehensive equipment policy is in place which clearly indicates how equipment should be maintained to ensure it remains safe for children to use.

Children are encouraged to be aware of their own safety and are suitably reminded about unsafe behaviour, such as running or pushing. Children are taught road safety when on outings to encourage them to keep themselves safe. Staff provide excellent supervision and are deployed suitably which reduces the risk of accidents to children. Fire safety is prioritised within the setting. There is suitable fire safety equipment available and an appropriate fire evacuation procedure is in place; this is clearly displayed within the childcare room. Regular fire drills are practised and recorded in detail.

The children are well protected by staff who are confident and secure in their knowledge of the child protection policies and procedures. There is a designate member of staff responsible for liaising with child protection agencies. She has attended suitable training and fully understands her role and responsibilities. Staff ensure that all information gained, both written and verbal is maintained in a secure and confidential manner.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a strong daily routine in which they are confident. The children are able to indicate what happens each day, such as activities, snack times and playing outside. During each session the children experience a wide variety of activities, some of which are chosen by them while others are planned activities. Good use is made of the outdoor area to enhance the variety of experiences provided. The children are able to move freely and relish running, jumping and hopping. Children enjoy the fun activities staff organise, such as imaginatively using a large multi-coloured parachute, which combine opportunities to develop their physical ability and their imaginations.

Children enjoy a warm and welcoming environment. Children have developed good positive relationships with each other and staff members. An effective key worker system is in place. Staff liaise with parents and promote the transfer of information, this ensures that both staff and parents remain fully aware of each child's needs and stage of development. Children thrive in an environment where staff clearly show their enjoyment at being with the children. Staff and children laugh and chat happily

together with children developing a strong sense of well being and contentment. Staff provide children with good role models, they deal with each other and all the children in a respectful and kind manner. Children receive specific praise and recognition for their actions, such as sharing resources or taking turns well. Children thrive with this praise and encouragement which nurtures a happy, positive environment.

Nursery Education

The quality of teaching is satisfactory. Children are settled and confident in the setting; they all have a positive approach to activities, are keen to learn and participate eagerly. The children's self-esteem and confidence is developed through being given responsibility for tasks, such as organising the cups and plates at snack time and being encouraged to undertake their own personal hygiene. Staff provide children with lots of specific and meaningful praise for their efforts. This enhances their feeling of self confidence and well being.

Children are very well behaved through the high expectations that staff have of them. They are given clear indications about appropriate behaviour and the effect that their behaviour has on others. Children's kindness and consideration for each other is well recognised and commended by staff resulting in children developing a good understanding of other's needs. The children have developed strong bonds and relationships, both with staff and with other children. They enjoy talking to each other and can relate their feelings and details of past events well, such as talking about holidays and journeys; for example, children are able to describe where they had gone on holiday and how they had travelled there.

All of the children enjoy listening to stories in a group. They listen attentively, anticipating the next part of the story, and join in well. The children make limited independent use of the books available as there is no comfortable area for them to sit and read in. Children's writing skills are developing well. They are given daily and varied opportunities to mark make. Children are developing an understanding that marks have meaning through looking at letters and their shape. Staff assist children when selecting their name card and matching it to their name on the self registration board, discussing the shape and sound of the letters in each child's name.

Children are developing confidence when using numbers in an everyday context, such as counting how many children are present and counting out cups at snack time. Children explore shape and space in their play. As they dig in the sand pit creating structures with wet sand, they discuss where to build a road and use descriptive language, such as smooth and rough. Staff involve children in measuring their heads when creating hats, they are able to relate the size of their heads to the required length of paper needed for it to fit them. Children are starting to develop an understanding of calculating numbers, such as counting out the number of swords each child has during a game of 'pop up pirate', and reducing it by one each time a sword is used during the game.

Children are developing an understanding of the wider world. Children are encouraged to bring in items of interest from home which are discussed at 'interest box time' with the other children. The provision has topics of interest relating to the seasons and has created resources including feely bags, containing items such as

pine cones, leaves and shells for the children to identify. The provision has some resources that positively reflect images of multi-culturalism and ethnicity, however, there are limited resources to positively reflect images of disability.

Children are keen to explore different media and materials. They discuss the different properties of the craft materials they stick onto the hats they are creating. Children are keen to experiment during craft activities and effectively use all the resources available. They show pride in their creative achievements and are keen to show others their work. Children have fundamental opportunities to develop their imaginations, the role play area has insufficient resources to encourage children to create imaginative play.

Children's physical development is well supported. They are provided with a wide range of opportunities to run, jump and have fun. There is a good selection of resources, such as bikes, hoops, bean bags, cones and a parachute which are used on a daily basis to ensure that children are frequently active. Staff have undertaken additional projects with the children on being healthy. This included looking at keeping fit and eating a healthy diet. Children have a good understanding of the effect on their bodies from undertaking exercise such as feeling their hearts beating faster.

Staff have a good knowledge and understanding of the Foundation Stage. Both members of staff have attended specific training on the Foundation Stage and Early Learning Goals. Children's progress is accurately recorded by staff who have a good understanding of each child's stage of development. Development progress sheets are completed and discussed with parents at the end of each term. New targets are agreed with parents for the forthcoming term to ensure that children are suitably progressing through the stepping stones.

The programme of topics to be covered during each term is given to parents to enable them to be fully informed and to enable them to incorporate the topics into the child's home environment.

Helping children make a positive contribution

The provision is good.

All children develop a positive attitude towards each other through staff supporting and encouraging children to be aware of their needs and the effect that their behaviour may have on others. Children's kind and considerate actions towards each other are well recognised and praised by staff. This positive approach fosters children's spiritual, moral, social and cultural development. Children gain a good understanding about the wider world through having undertaken projects, such as 'looking at people'. Different aspects of growing up and getting older were looked at, including babies, mothers and grandparents. The provision arranged for visitors to come to the group and discuss what it is like being a certain age, such as grandparents. Children have suitable opportunities to develop an understanding of other religions and cultures, such as celebrating the Chinese New Year and visiting a temple in Newcastle. The provision has a supply of multi-cultural resources which are supplemented with resources from North Tynes, however, there are limited

resources that positively reflect images of disability.

Staff have a good understanding of the care of children with learning difficulties. The admissions policy in place is an inclusive one ensuring that children are not discriminated against. There is a named Senco within the provision who has attended additional specific training on special needs.

Children benefit from the calm, kind attitude and behaviour of the staff. The staff members provide good role models to the children. Staff give the children clear, consistent indications of appropriate behaviour, such as no running or pushing. They recognise and praise kindness shown by children to one another, which promotes the environment as a safe and happy one. Parents are kept fully informed of any incidents or behavioural issues that may occur.

Children benefit from the sharing of information between staff and parents, which provides consistency of care between home and the pre-school. This is done effectively both verbally and in written form within the home/pre-school daily diary. Parents provide positive feedback, indicating that they feel happy and confident in the care that their children receive. They are updated daily by staff on areas, such as what their child has enjoyed, what they have eaten, and any issues that may have arisen. Parents are also provided with a notice board within the setting on which relevant information is displayed. There is a newsletter which keeps them fully informed about events that may be happening within the pre-school group. There is a clear complaints procedure in place which is included in the policy document provided for parents, a copy of the procedure is also clearly displayed within the pre-school room ensuring that parents remain fully informed at all times.

The partnership with parents and carers is good. Parents of funded children receive information on the foundation stage and the early learning goals. They meet with the staff on a regular basis to discuss their child's progress and are provided with a report which specifically indicates how their child is progressing through the stepping stones. New targets are agreed with parents at the end of each term which reflect their child's stage of development. Parents are given a programme of themes and topics that will be covered in the next term and are encouraged to incorporate the topics into the child's home life. Parents are encouraged to bring in items of interest that may be relevant to the current topic being covered. The programme of topics also indicates the letter and number that will be focussed on each week. Staff provide ongoing information to parents regarding their child's nursery education via each child's home/pre-school diary.

Organisation

The organisation is good.

The required policies and procedures are in place which support the care of children. Most records are accurate and up to date including children's individual information sheets, the accident and medication records. However, the registration system in place does not provide detailed information of when children arrive late or leave early. The organisation of the premises is good. Staff have skilfully organised the space available to provide a wide selection of activities and experiences to all

children.

There is a strong daily routine in place that includes a good variety of interesting activities which are fun and provide children with independent choice. Children are confident in the daily routine and are able to develop an understanding of, and a confidence in, the pattern of the day. There is an effective key worker system in place which promotes the transfer of information between home and the pre-school, ensuring that both parents and staff remain fully aware of children's needs.

Staff have good access to relevant training such as, child protection, foundation stage, behaviour management and first aid. Appropriate support is provided for all staff, for example staff meetings and appraisal systems. Staff have a clear understanding of the nursery's policies and procedures through an effective induction procedure. In practice they work towards keeping children healthy and safe and promoting their well being. There are strong links between the committee, North Tynies and the staff. Regular staff meetings and an annual appraisal ensures that staff are fully supported and fully aware of their roles and responsibilities.

The leadership and management is satisfactory. The nursery education provided for the children is well planned and given suitable priority within the setting. Management have a suitable view of how they want the provision to develop. Future developments are discussed between the management, staff and committee to promote and implement progression. There is good use made of assessment ensuring that the programme of activities is appropriate for the children cared for. This ensures staff have a clear understanding of each child's progress through the stepping stones and are able to plan appropriately. Leadership and management is not consistently well organised to ensure that all areas are appropriately resourced for example, the role play area, which has limited play materials and accessories to make it appealing and encourage children to use it.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. 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.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the register of attendance includes details of when children arrive late or leave early
- ensure that the outdoor play area is secure when in use.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the role play area to support children's imaginative development
- further promote children's enjoyment of books.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk