



Woodmansterne Village Pre-School

Inspection report for early years provision

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| Unique Reference Number | 122750 |
| Inspection date | 06 October 2006 |
| Inspector | Elizabeth Ellen Mackey |
| Setting Address | C/O Woodmansterne Primary School, Carshalton Road, Banstead, Surrey, SM7 3HU |
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| E-mail | |
| Registered person | Woodmansterne Village Pre-School |
| 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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Woodmansterne Village Pre-School opened in its current premises in 1990. It operates from one room in a temporary classroom on the Woodmansterne Primary School campus, and has access to kitchen, toilet and outdoor play facilities. Children attend mainly from the local area. The setting is run by a voluntary management committee that includes parents.

The pre-school is registered to provide sessional care for 20 children and accepts children from two and a half years old. There are currently 32 children on roll, and all are in receipt of nursery education grant funding. The pre-school supports children with learning difficulties and/or disabilities.

The setting is open each weekday from 09:00 to 11:50 and Monday and Wednesday afternoons from 12.25 to 15.15 during the term time only.

The pre-school employs six staff, all of whom hold an appropriate Early Years qualification.

The setting receives support from the local authority and they are enrolled on the Surrey Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a warm and spacious environment, where they learn the importance of good personal care. They have a clear understanding of why they must wash their hands after messy play, garden play and after using the toilet, to reduce the risk of cross-infection. Children's health is protected as all staff have an up to date first aid certificate, this ensures an immediate response, should a child require first aid treatment. Excellent systems are in place for the recording of accidents and medication.

Children are learning about healthy eating and about the value of good nutrition and its impact on their health and wellbeing, because project work includes topics on the importance of healthy eating and maintaining a healthy lifestyle. As a result children are learning about how food affects their wellbeing and how their body works. Children have access to drinking water during the day and share healthy snacks of fruit.

The exciting outdoor play area provides children with excellent opportunities to enjoy physical exercise, for example children enjoy climbing and balancing on the large play equipment and see-saw. There is an outdoor workshop which provides an inspiring area where children can access an extensive range of craft materials and 'junk'. This is utilised well and provides imaginative opportunities for the children to develop their own play.

Children become increasingly aware of the way activity affects their bodies and know when they need a drink or a rest. Children use a range of tools and materials that help them develop co-ordination and control over their bodies, for example walking with stilts, hopping, running and jumping. Children's fine motor skills are developing well, through activities such as construction and threading. Children demonstrate a good sense of space and move confidently around the pre-school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious, well organised environment. They are able to move around freely and independently to access all areas of the nursery and garden. Good security arrangements and comprehensive risk assessments mean that children can play safely. The range of toys and resources are in good condition, stored in see through containers and at an appropriate level, so children can easily self-select.

Children are learning to keep themselves safe. Staff address risks in their planning to ensure children have opportunities to develop their skills safely, for example ensuring resources are

safe and by providing a high level of supervision when children are practicing new skills such as cutting up fruit. The high ratio and effective deployment of staff provide a consistently good level of supervision. There are effective fire safety precautions in place and children are familiar with the emergency plan. This means they are able to evacuate the building safely and quickly.

The majority of staff have attended child protection training and this is updated regularly. Staff are familiar with the settings procedures. However the child protection policy in place has not been updated in line with latest guidance.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish and are extremely confident within the setting. They benefit from close bonds with consistent members of staff who are exceptionally committed to their job. Children who are new to the nursery quickly settle into the routine and are supported by staff who plan sensitively for their individual needs. Established children are also welcoming and help to guide new children by reminding them of expected behaviour, for example listening carefully at registration time. This fosters their emotional well-being and helps them achieve to a high standard. Children separate from their main carer and warmly greet staff and each other on arrival. They show excitement and interest on seeing the activities laid out.

Children benefit from the exceptional range of creative activities. In addition to resources available inside there is a extremely well used workshop outside, which houses a wide range of different crafts, materials and tools. The children relish using the workshop and it stimulates their imagination. Children initiate their own make-believe play and due to the accessibility of a wide range of resources, they are able to develop their play. Several children play 'schools' together. They respond to the 'teacher' who is very resourceful in accessing pens and paper for them from the workshop.

Children participate enthusiastically when making a picture book, which is based on a recent trip to the farm. Staff engage children in lively conversation at every opportunity, for example asking children who is the picture? What are they doing? Children chatter to each other and staff, eager to relay their story about the trip.

Nursery Education

Teaching and learning is outstanding and staff have exceptional knowledge of the Foundation Stage. This means children are making excellent progress towards the early learning goals. The observations staff make of the children's development are detailed and by discussing them as a staff team on a daily basis, ensures they have a comprehensive picture of the progress being made.

The system in place for planning and evaluating is exemplary and provides valuable information about the stepping stones, talking points and the reason why an area of learning is being covered. Staff meet after every session to share observations and evaluate the session. This ensures children's progress records are always documented and updated, providing a clear picture for staff to identify each child's next step.

Staff extend children's learning at every opportunity, for example taking the children on trips to the farm, to the library on a bus, and arranging for people from the community to come and talk to the children. Visitors to the setting include a vet who came with some animals and a dentist who spoke to the children about keeping their teeth healthy.

Children are eager to learn and move freely from one activity to another. Children show great interest in numbers and enjoy playing a numbers game in the garden, where they have to jump from one to another. Some children confidently count up to 20. Children are making very good attempts at making marks. Many of the children can clearly write their name and all understand that print carries meaning. Children are proud to label their artwork when they have made their picture.

There are excellent opportunities for children to experience activities related to design and technology. They confidentially use a range of resources, such as small garden tools, hole punches, scissors, and paintbrushes which they use to paint the workshop with water.

Children show extreme interest in the natural world, for example a child immediately gets the magnifying viewer when she finds an insect in the garden. Children also plant cress and lettuce to care for, and see the changes as they grow. Their learning about animals is consolidated through visits to the farm and the duck pond, and staff encourage them to develop their senses by touching, smelling and listening.

Children relate exceptionally well to each other and they demonstrate consideration for one another, for example remembering if a child is new to the nursery and reminding them of the settings routines. Children are able to share and take turns, they are happy, chatty and occupied in an excellent setting that is a hive of activity.

Helping children make a positive contribution

The provision is outstanding.

Children have access to a very good range of activities and resources to promote a positive view of the wider world and increase their awareness of diversity and their understanding of others, for example the children celebrate various religious festivals and learn about cultural differences between countries. The staff work effectively to gain knowledge of the children. It was evident that they have a good knowledge of the children's individual needs, despite many of the children being new to the setting. The provision fosters children's spiritual, moral, social and cultural development.

Children with special needs receive excellent support from staff who work closely with outside agencies. Staff are secure in their understanding of the code of practice, which means that they are able to meet and plan effectively. The management and care of children with special needs in the setting is exceptional, for example staff undertake home visits and visits to outside agencies to enable them to provide a comprehensive package of care and education. High staff ratios ensure all children receive a high level of care and additional staff are employed to offer one to one support when required.

The behaviour of the children is excellent. Children benefit from meaningful praise and clear direction. Children are familiar and responsive to the ground rules and the expectations within the setting. Staff work exceptionally well together and provide excellent role models for the children.

Partnership with parents is outstanding. Staff are pro-active in involving parents in the setting. Parents receive detailed information about the Foundation Stage and contribute to the baseline assessment and regular reviews. Children are asked to bring in items from home linked to topic work and parents are informed of what the children are working on. Parents attend outings with the setting, for example a recent outing to the farm was attended by all children, staff and parents. This provides an excellent opportunity for everyone to get to know each other and strengthens partnership. Parents also have the opportunity to spend time helping in the setting on a rota basis. Parents are very satisfied with the care their child receives and comments received include, "My child thrives here" and "They do wonderful, interesting and well informed work".

Organisation

The organisation is good.

The organisation is good. Children play and learn in a warm, very well organised and secure environment where they are very well looked after by a qualified team of staff who offer a wealth of experience. Children receive excellent support because there are effective key worker systems in operation. This ensures that each child has one member of staff who knows them very well, enabling them to feel secure and confident. The staff continue to develop their practice through attending training and very good use of evaluation.

All of the documentation, policies and procedures required for the safe and effective management of the nursery are in place, which contributes to the welfare of the children. The child protection policy does not yet include the latest guidance, in order to ensure the most up to date procedures are in place for the protection of children. There is a complaints procedure in place that is shared with parents. This does not yet provide parents with up to date contact information.

Substantial information is shared with parents and children's records are regularly updated to ensure that their ongoing needs are identified. Children's needs are exceptionally well met as all documentation, records, and the majority of the policies and procedures are comprehensive. This ensures the safe care of children and contributes to their welfare.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

A recommendation was made at the last inspection for the complaints procedure to provide more detail. There is now a comprehensive procedure in place, however it now requires further updating to reflect changes in contact details.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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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):

- review the setting's child protection procedure to ensure that it is line with Local Safeguarding Children Boards (LSCB) guidance
- update the complaints procedure to include current contact details

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk