

Welford Pre-School

Inspection report for early years provision

Unique Reference Number	EY360214
Inspection date	04 July 2008
Inspector	Mark Evans
Setting Address	Mobile Unit, Welford Sibbertoft & Sulby Endowed School, West Street, Welford, Northants, NN6 6HU
Telephone number	07780 850 985
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Registered person	Welford Pre-school
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Welford Pre-School was established in 1977 and was registered in its current premises in 2007. It operates from a mobile classroom within the grounds of Welford, Sibbertoft and Sulby Endowed School within the village of Welford. The pre-school serves the local community and surrounding villages.

The group opens five days a week during the school term only. The pre-school holds morning and afternoon sessions and is open from 09:00 until 15:00 each day with a lunch club on a Tuesday and Thursday. Children attend a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school is registered to care for 24 children under eight years. There are currently 34 children from two to five years on roll and of these, 23 receive funding for nursery education. Eight staff work with the children, of whom six have early years qualifications. Two are currently working towards early years qualifications. The setting receives support from the reception

teacher of the adjoining school and a local authority advisory teacher, and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and hygienic premises, which helps to reduce risk of cross-contamination and keep children healthy. Their health is effectively promoted by practitioners who encourage good levels of personal care and hygiene through hand washing after toileting and before eating. Children develop awareness of the reasons for such procedures because practitioners explain these prior to activities such as cooking. Parental consent is obtained for any medication that needs to be administered and relevant training is secured by practitioners for any medicines that require technical or medical knowledge for administration. This maintains children's health. Accidents are monitored and recorded which supports children health and well-being. Practitioners are able to respond appropriately to children's accidents and illness because they have current first aid training and good policy arrangements for care of children who are unwell.

The setting provides a good, healthy range of snack foods, including savoury items and fresh fruit, for example, satsumas, apples and raisins, savoury biscuits and cheese, toast and bread sticks. Activity themes, such as visits to a local allotment plot, selecting items to eat and growing foods, help children to gain very sound awareness of where foods come from and healthy eating. Some activities include various cultural foods which encourages familiarity with an interesting range of foods and promotes good dietary health. Children have free access to snacks during the early part of the session to support their nutritional needs and have group snack times which encourage further independence and social interactions. Practitioners ensure that they have sound knowledge of children's special dietary requirements and provide foods that are suitable and keep them healthy. This information is recorded and made available in the kitchen area to ensure correct details to maintain children's health. Children have access to drinking water at all times and routinely have water and milk at snack times. This keeps them well hydrated and comfortable, and supports their active play and learning.

Children develop physical movement and skills by taking part in outdoor activities. They also benefit from the fresh air and exercise. Children experience some planned activities that provide them with challenge and encourage them to try different ways of moving, for example, by taking part in an obstacle course and in practising and taking part with the school's sports day. When playing, walking and running outdoors children negotiate each others space and display sound spatial awareness. However, children have limited options to make informal choices of outdoor play and experiences, including opportunities to use large equipment, and this potentially restricts their learning outdoors and development of coordination and balance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcomed into a setting, which has very well maintained and presented premises. The layout of the room, displays of children's artwork and information for parents provide a stimulating and vibrant environment, helping to make it warm and inviting. The setting has written emergency escape procedures and records for maintenance of fire safety equipment. However, fire drills are not frequently carried out and this potentially compromises children's

well-being. Children's safety and comfort is supported by a good range of child-sized furniture and play equipment that are kept in good order. Practitioners use good policy and procedures to keep children safe. For example, they supervise children at all times, risk assessments are provided to reduce risk, the premises are secure and visitors are vetted prior to entry.

Children have developing awareness of keeping safe because practitioners educate about relative aspects, such as taking an active part in helping to tidy away activities at the end of the session to keep the room organised and safe and having visits from other agencies such as the Police. The setting has written child protection procedures based on current legislation and guidance, and contact details for relevant local agencies. There is a designated person who holds recent safeguarding children training and practitioners have a good understanding of child protection issues and the procedures to follow if they have a concern. This helps to protect and safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and enjoy their time at the pre-school; they enthusiastically participate in the wide range of stimulating and challenging activities. Young children settle very well because the setting has very good arrangements to ensure that they feel safe and secure. For example, parents are encouraged to stay with their child initially to help them settle and there are sessions for children under three years of age that provide an excellent relaxed, calm atmosphere and conducive environment for these young children. Practitioners provide supportive contact and develop caring relationships with children to secure their emotional needs. As a consequence, they become confident to explore the environment and engage in activities that support their play, learning and development. Practitioners effectively observe and assess children under three years and plan good learning and development opportunities, having regard to the 'Birth to three matters' framework. For example, key worker practitioners know their children well and use this information to help plan a good balance of activities, which allow children to learn at their own pace. Children's behaviour is good overall, they interact cooperatively, learn to share toys and equipment, and take turns.

Nursery Education

The quality of teaching and learning is good. Practitioners have good knowledge of the Foundation Stage guidance, demonstrating strong awareness of the six areas of learning. This is supported by their full involvement in the implementation of nursery education provision. Observations and assessment are undertaken to inform of children's levels of achievement and short term planning indicates the learning intentions for focussed activities. However, there are some anomalies for the use of assessment and some inconsistent links between assessment and establishing children's next steps, and the transferring this information to learning intentions within planning. This is potentially detrimental to the effectiveness of planning for the children's learning programme. However, practitioners have good knowledge of their key children and use this information to promote children's learning within planned and child-initiated play and make good use of time and resources to support children's learning and development.

All practitioners work directly with the children and provide an environment that is organised to help children to be independent and make choices. Practitioners have good relations with the onsite school and work with other teachers to develop continuity for the children, such as the approach to phonic knowledge development. There are a wide range of interesting and stimulating activities provided by the setting, and as a consequence, children make good

progress overall. Children benefit from practitioner questioning which encourages them to talk about their interests and home-life events and to express their feelings. Children's behaviour is managed well and they respond appropriately to adult requests.

Children are very secure without their main carer and are confident to speak to and question practitioners and visitors to the pre-school. They form good relationships with adults and their peers. They interact cooperatively in group activities and within their play, for example, when sitting together for a music and percussion instrument activity, they followed adult instruction very well when using instruments to experience different actions and sounds, and worked together to build a tall tower out of building blocks. They show good levels of concentration and purpose with activities. Children show sound levels of independence, for example, to pour their own drinks at snack time.

Children start to understand that print has meaning and recognise their own name, for example, with their name card at snack time and on their coat peg. They have good opportunities to make marks and write for purpose, such as using writing materials, making marks in sand and using paints and paint brushes. Children enjoy books and show good interest and involvement in stories read by adults. Those children who are developmentally ready are gaining suitable ability with phonic knowledge. Children are developing good ability to count with numbers in the right order and others are able to count objects by saying one number name for each item, for example, counting food items at snack time. More able children can recognise the total number of two separate groups, for example, commenting that 'there are two lots of three that make six' and then recognising the number six. Children can match and judge space through use of resources such as puzzles. They are gaining ability to compare, contrast and use measurement, for example, to compare measurement of each other on a wall chart.

Children learn about natural things and patterns of change, for example, by planting and growing seeds, beans and seedlings and nurturing them. They enjoy exploring natural things such as 'mini-beasts' and visiting a local allotment plot to learn about healthy food and where foods come from. Children use information technology very competently and have access to items that include a computer, programmable toys and role play items, such as a shop till and telephone, to support their play and learning. They have a sense of place within their local community through visits by local agencies, such as a nurse and the Police, and early developing awareness of the wider community through activities and resources that represent diversity. Children can construct and shape using tools and various materials, for example, when using malleable materials and making collage pictures.

Children use a variety of role play settings, for example, an airport, and role play props to develop their imagination, enact their life experiences and develop understanding of the world around them. They enjoy music and explore different sounds and ways to use instruments, for example, to use them loudly or softly. Children have a good choice of creative activities which allow for a themed and desired outcome or to use their imagination and express themselves through various mediums such as free painting, sand, water, play dough and collage materials.

Helping children make a positive contribution

The provision is good.

Practitioners are welcoming and friendly and they provide an inviting environment for children and parents. Children are respected and valued as individuals, and inclusion is effectively supported by practitioners. For example, the setting SENCO has a clear understanding of her role and ensures that children who have potential learning difficulties and/or disabilities are

fully supported through liaison with parents and relative agencies and that other practitioners receive appropriate support. As a consequence, children with learning difficulties and/or disabilities integrate well at the setting. Children learn about people with disabilities, other cultures and the wider community through their involvement in themed activities, for example, tasting various cultural foods and discussion and stories about people who wear glasses. They also develop awareness and familiarity through access to a good range of play materials and pictorial images that promote diversity. Children are well behaved and have sound awareness of adult expectation, which enhances their concentration and purposeful involvement in activities. This is supported by practitioners who take time to talk to children about suitable behaviour, for example, having discussion and use of books that explain why biting others is not acceptable. Children become confident and willing to try new experiences because practitioners regularly praise them for their achievements and behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Relationships between practitioners, parents and children are very good with time made available to talk and exchange information. This helps to promote continuity of care for the children. Children benefit from their parent's being well informed through various types of written documents such as details on the Foundation Stage, a prospectus and written policies. A written complaints procedure is available for any concerns raised and this encourages transparency for children's care and welfare. Newsletters provide useful information on events and current matters and there is displayed information on the activity programme. The effective partnership with parents contributes to the children's educational needs. Practitioners welcome informal contact with parents at the beginning and end of the session; they share information about the children's activities and achievements on a regular basis and parents are able to view their child's development file at any time. Parents have the opportunity to be further involved in their child's learning and assessments through designated meetings.

Organisation

The organisation is good.

Well organised deployment of practitioners provides children with good levels of stability and care. For example, there are more than the required number of practitioners on duty, practitioners are clear about their roles and responsibilities for each session and they support each other during group activities such as circle time. There are good numbers of staff with childcare qualifications and relative training, such as first aid, to support the care and well-being of children. Adults working with children undergo vetting procedures to ensure their suitability and safeguard children's welfare. The setting has written policies and detailed procedures that are designed to keep children healthy and maintain their well-being, including procedures for lost or uncollected children and child protection. However, the records for children's hours of attendance do not consistently include their times of departure and this impacts on the availability of details for maintaining children's welfare.

Leadership and management are good. The pre-school is managed by a very supportive and committed parent committee, which works closely with the manager and other practitioners. Although the manager and deputy have an overview of the planning for the nursery education, practitioners are also fully involved and take shared responsibility for implementation of the nursery education provision. There are sound systems to evaluate and monitor the use of the Foundation Stage guidance and service delivery. For example, advice from the local authority mentor teacher is acted on and methods of self-assessment help to develop the delivery of nursery education and pre-school service. There are good systems for monitoring and establishing

practitioner development, for example, to identify training needs through appraisal meetings. Regular practitioner and planning meetings are held to discuss ongoing practice, daily issues, planning and children's development. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 good.

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 periodic fire drills are practised more frequently
- make sure that the records of children looked after consistently detail their hours of attendance.

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):

- continue to develop children's assessment so that this consistently indicates their current levels of progress, using this information to plan their next steps and inform learning intentions for planning
- develop the availability of the outdoor environment so that children are able to make regular informal choices for outdoor play and experiences, including more opportunities for children to use large equipment to develop coordination, balance and control of their bodies.

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