

# Wymondham Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY355521
<b>Inspection date</b>	29 April 2008
<b>Inspector</b>	Alison Putnar
<b>Setting Address</b>	Sir John Sedley Community Centre, 3 Glebe Road, Wymondham, MELTON MOWBRAY, Leicestershire, LE14 2AF
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<b>Registered person</b>	Danusia Barbara Taylor
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Wyndham Pre-School opened in 2000 and was registered under new management in 2004 and again in 2007. It operates from the main hall of the village community centre and serves both local families and those from the surrounding area. A maximum of 24 children may attend the pre-school at any one time. The setting is open during term time on Monday, Wednesday and Thursday between 09:45 and 12:15, and on Tuesday and Fridays between 09:45 and 13:30 which incorporates a lunchtime where children bring a packed lunch. There are currently 22 children aged from two to under five years on roll. Of these, nine receive funding for nursery education. Children attend for a variety of sessions. The pre-school employs seven staff, five of whom hold a relevant childcare qualification, one member of staff is undertaking training.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and hygienically maintained environment. Staff follow stringent cleaning routines, policies and procedures. As a result, children importantly understand good hygiene practices. They independently wash their hands in preparation for snack time to reduce the spread of germs. Children's well-being is supported as staff follow appropriate procedures when dealing with accidents and administering any medications. Information is recorded accurately and shared with parents to ensure continuity in children's care. Detailed information is obtained from parents and recorded in terms of children's medical needs. This ensures that children receive appropriate care and attention in the event of more serious accidents and that dietary needs such as allergies are catered for.

Children benefit from the healthy snacks and refreshments provided. They make choices of milk or water to drink and enthusiastically select from a very good range of raw vegetables, fresh fruits and other healthy options. Water is available throughout the session to ensure children remain well hydrated. Topics on healthy foods effectively support children's understanding of the importance of eating a balanced diet. Whilst children enjoy their snacks this time is used less well to incorporate other areas of learning. Opportunities are missed to promote older children's independence skills; pouring their own drinks or setting the table.

Children have excellent opportunities to benefit from the fresh air and physical exercise and demonstrate a positive attitude to outdoor activities. They explore the local area and outdoor play during all weathers as the setting have gathered a good range of resources to support this. Wellington boots are available to enable children to explore the rain and the feel of blustery weather. Children develop a wide range of physical skills as they use a range of equipment for climbing, balancing and movement at the nearby park. Staff value the importance of physical play. They clear the indoor room and make provision for music and movement sessions when the weather is too bad.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is promoted as the environment is very well maintained, safe and secure. Staff work hard to create a welcoming and friendly environment, setting up the hall each day. Children's work and useful information is displayed for parents. Children are supervised constantly to reduce the risk of possible accidents. Staff are vigilant in checking the areas prior to children arriving to ensure they are suitable, although, written risk assessments are not yet in place. Secure monitoring systems ensure children arrive and leave the setting safely with the correct adult.

Children are comfortable as the equipment available is of an appropriate design and style. A good range of age appropriate, good quality resources are provided. These are presented in attractive and varied ways to encourage children's use. Activities are set up on small tables and the floor to enable all children to access in groups fostering friendships and social skills of sharing and taking turns. Importantly, opportunities are created for children to expand their play as they freely select from additional resources stored in accessible units around the room.

Children begin to learn about safety as they take part in fire evacuation drills and through general conversations with staff during play. Children show their understanding as they talk about holding scissors carefully. They regularly practise crossing roads safely during frequent trips out. Staff are exceedingly vigilant during these trips, ensuring adequate numbers of staff are able to support and taking time to remind children about safety issues before going out. Children's welfare is safeguarded as staff have a secure knowledge of child protection procedures. Some have attended relevant training to develop their knowledge in this area. Generally well-written policies and procedures are in place to guide staff practice.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are active and involved in the range of practical play based activities, enjoying their time at pre-school. Younger ones develop their confidence as they are well supported by staff who are sensitive to their needs. Children settle well; many run to initiate a hug from adults working in the setting when saying hello and goodbye, demonstrating that good relationships are developed. The supportive and nurturing environment is a key strength of this setting. Staff are exceedingly caring, taking time during busy periods to ensure that all children's needs are catered for. For example, staff fetch a different snack as they identify that a child does not like any from the selection on offer.

A good range of enjoyable activities are set out each day. Opportunities for children to make choices during the activities further supports their enjoyment as they decide which ones to access. Younger ones are beginning to select additional resources from around the room as they watch and learn from those more confident and experienced. Children freely investigate materials such as sand and glue and experience using new tools. They take on new challenges in this safe environment. Staff offer individual attention to a very young, new child during their first attempt at cutting with scissors. Children are enthusiastic during play, many show wonder as they dig for treasure and jewels in the sand. Good emphasis is placed on developing language. Staff take time to listen and respond to children enthusiastically extending their language skills. Senior staff use methods, such as those described in 'Birth to three matters,' to plan an interesting range of activities for the younger children. The setting is at an early stage of involving the wider staff team in using observations of what children can do to plan for their next steps in learning.

### **Nursery Education**

The quality of teaching and learning is good overall. Senior staff have a secure understanding of the Foundation Stage and how children learn. They use this to plan an effective learning environment. As a result, children make good progress in relation to their starting points. Systems of assessing and tracking children's progress are developing. Senior staff use the information to effectively identify the next steps for children to work towards. As a result, all continue to build on the skills they already have. Practical play activities that cover all six areas of learning are provided. Topics are planned to enable children to make links in their learning. A topic on healthy foods provides good opportunities for children to develop their physical development as they learn about the effect of food on their bodies and walk to the shop to purchase food. This also incorporates early mathematical skills as they pay for their items. They develop their knowledge and understanding of the world as they taste fruits and breads from different countries. Children's creative skills are supported as they make pictures and paintings of fruits and act out familiar experiences with a market stall role play area.

Staff are flexible to incorporate children's requests for different activities, as a result, children concentrate for increasing periods. Staff appropriately seize opportunities to capture children's interest through following their ideas. A child proudly shows some home made arm-bands, similar to those of a popular children's television character. Other children show great interest and are supported to make their own with resources provided by staff. This activity supports children's early writing skills as they use single handed tools, crayons and scissors.

Time is used generally well to incorporate a balance of free play sessions and adult-lead group times. However, some larger group activities fail to capture younger children's interest, as a result, some fidget and disrupt the group preventing others from listening. Staff manage children's behaviour in a supportive and consistent way. Children recognise that toys at pre-school are shared and that they must take turns. Adequate systems are in place to ensure that children with disabilities and/or learning difficulties are supported to access all areas of the curriculum.

Children are happy and enjoy coming to the setting. They are confident to share their ideas and to talk to staff and other children both during large and small group activities. Children demonstrate good personal and social skills as a result of this welcoming and supportive environment. Good relationships are developing, children play together and invite others to join their games. An older child independently gives some jewels from the sand to a younger child and shows pride when warmly praised by nearby staff. Children are very well mannered in the setting.

Children thoroughly enjoy the frequent activities to help them explore aspects of the natural world through first hand experiences. They observe seasonal changes when participating in walks out in the local area and enjoy visits from people in the community. They develop early mathematical skills of counting and recognising numbers during practical activities such as playing Hop scotch. Many opportunities are provided for children to begin to develop early writing skills through craft activities and through provision of mark-making equipment in a wide range of activities. However, routines are used less effectively to enable children to consolidate and practise their skills, for example, counting the number of cups needed for snack time, or recording their name on a rota for popular activities. Books are used effectively in the setting to encourage children's interest in stories as an early tool for reading.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are very confident and settled in the welcoming environment. All new to the setting benefit from the flexible settling in procedures. These enable both children and parents to feel confident before separating from each other. Children gain a sense of belonging as they take part in group activities and find their name card for their coat peg. Very positive relationships exist, enabling children to feel confident to operate independently in the setting and to voice their needs. The staff demonstrate genuine care and affection for the children and speak with pride about their achievements. The provision fosters children's spiritual, moral, social and cultural development. Children begin to understand responsible behaviour as staff are skilled at encouraging them to think about their actions and the effect of their behaviour on others. As a result, children independently apologise if they accidentally step on another's fingers at story time. Children explore their own community and begin to talk about some other cultures through planned activities. Close links are developed with local schools, regular visits for concerts and events help children to feel more confident as they move on to the next level of their

education. Systems for supporting children with additional needs are satisfactory. Staff are at an early stage of attending training to develop their skills and knowledge in this area.

Children benefit from the close and trusting relationships developed between staff and parents. Their ongoing care needs are met as staff regularly verbally communicate with parents and take account of the well-documented children's records. Parents are kept generally well informed about the policies and procedures in the setting. They are confident to speak to the approachable staff about any aspect of their child's care and education. Partnerships with parents and carers of funded children are satisfactory. The staff are developing some good systems to share information about the Foundation Stage curriculum and future plans of activities. Systems for sharing details about children's development are largely informal. As a result parents do not yet have regular opportunities to view and contribute to their children's developmental assessments. Some information is provided on newsletters about future topics but few ideas are shared for parents to continue to help children to learn at home. Parents and carers are welcomed to spend time in the pre-school, for example, sharing skills or bringing in pets and animals to support topics.

### **Organisation**

The organisation is satisfactory.

The setting have worked very hard over this first year to develop a strong team and implement new systems for planning worthwhile activities for children and for assessing children's development. Children's health, safety and well-being is promoted as staff have a clear understanding of their roles and responsibilities. Policies and procedures in the setting are maintained to a satisfactory standard, some lack the necessary detail. Effective organisation of staff ensures that there is a good proportion of qualified and experienced staff working each day with the children. Those currently working with the children are appropriately vetted. A suitably robust recruitment procedure is in place for any new staff. Children's personal details are well-documented, staff take account of these and parent's wishes ensuring children are appropriately cared for. Information relating to the children is stored in a confidential and secure manner.

The leadership and management of early education is satisfactory. Children benefit as time is organised effectively to give a balance of free choice and adult-led activities. Although, at times children are not grouped effectively to fully benefit their learning and enable staff to pitch activities at appropriate levels. Some opportunities are missed to gain maximum benefit from daily routines. Children have regular opportunities to play both indoors and outdoors. The space is organised well to cater for individual needs, creating comfortable areas for rest and relaxation. All children receive appropriate support and supervision as there is a high proportion of adults to children. The staff team work well together, meeting regularly to share ideas, celebrate strengths and discuss any areas for improvement. They are at an early stage of evaluating the planned activities to ensure that all areas of the curriculum are equally covered. Staff demonstrate a real commitment to improving the educational provision as they attend training courses and seek and take on board advice from relevant professionals. Overall, the setting meets the needs of the children who attend.

### **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

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 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):

- continue to implement the key worker groups and provide increasing opportunities for all staff to be actively involved in observing what children can do and using the observations to plan effectively for children's next steps in play, learning and development; helping all children to make maximum progress
- review and update some of the policies and procedures that underpin practice promoting the safety and welfare of the children, with particular regard to the policies for: supporting children with learning difficulties and or disabilities, child protection and lost children and complete written risk assessments for the setting.

#### 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):

- review and evaluate the routines for the day to gain maximum benefit from these incidental learning opportunities, for example, further supporting children's independence during snack time. Consider grouping children at times to enable staff to pitch focused activities at particular age and abilities to enable more able children to develop wider listening and concentration skills
- provide increasing opportunities for parents to contribute to children's development records and provide some interesting ideas for activities that parents may choose to use to support and continue children's development at home.

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](http://www.ofsted.gov.uk)