



Woodville Community Pre-School

Inspection report for early years provision

Unique Reference Number	206910
Inspection date	27 February 2006
Inspector	Christine Holmes
Setting Address	Moira Road, Woodville, Swadlincote, Derbyshire, DE11 8DG
Telephone number	01283 552299
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Registered person	Woodville Community 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 good.

WHAT SORT OF SETTING IS IT?

Woodville Community Pre-School operates from the Youth and Community Centre in Woodville, Swadlincote and is managed by a committee. The group presently have sole use of the building which consists of two playrooms, reception area with adjacent toilet facilities. A small kitchenette is situated in the corner of one of the playrooms. A safely enclosed sports court is used for outdoor play. The setting serves the local community and surrounding villages. A maximum of 26 children may

attend at any one time. The group opens 5 days a week, term time only. There are 10 sessions, from 09:15 to 11:45 and from 12:30 to 15:00. Children attend a maximum of 5 sessions each week.

There are currently 81 children from 2 and a half years to 4 years on roll. Of these, 60 children receive funding for nursery education. The setting supports children with special educational needs and children who speak English as an additional language.

There are 9 staff who work with the children. An administrator and the committee fulfil other roles. All of the staff have, or are working towards, early years qualifications to NVQ level 2 or 3. The setting receives support from the local authority. The group is a member of Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and ordered environment. Their well-being is supported through the consistent implementation of good health and hygiene policies and procedures. Procedures such as, staff wearing disposable gloves and aprons for nappy changing and children using individual paper towels to dry their hands, sustain good levels of hygiene and help reduce the risk of cross contamination. Children learn the importance of good personal hygiene. Pictures in the toilet remind children that they need to wash their hands after using the toilet. Children learn to use and dispose of tissues, further safeguarding their good health.

Robust procedures for sick and infectious children help prevent the spread of infection and keeps children healthy. Staff have a good understanding of medication and accident recording. Records are in place and well maintained. Procedures in case of illness and who to contact in case of emergencies are fully detailed. This information helps to ensure appropriate action is taken to care for children who become ill or sustain injuries.

Children's individual dietary needs are met effectively, as these are discussed in detail with parents. There is a growing emphasis placed on providing children with healthy food options. This contributes to children's good health and understanding of healthy eating. However, less healthy options such as biscuits are offered on a regular basis to children. Children are provided with milk and squash at snack time, but their well-being and good health is not fully supported as they have no access to fresh drinking water throughout the session.

During the warmer months children have good opportunities to develop positive attitudes towards outdoor physical exercise. However, opportunities to go outdoors for rigorous play and fresh air in the colder months are limited. Therefore, the potential to promote children's sense of well-being, fitness and physical development is not being fully maximised.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made to feel very welcome. Staff are on hand to greet children and a stimulating range of age-appropriate toys and resources are set up prior to their arrival, presented at suitable levels to encourage independence and development. Children are kept safe and secure and their risk of accidental injury is minimised. The comprehensive risk assessment and the implementation of safety policies and procedures create a safe environment for children. Children are developing some sense of danger and knowledge about how to protect themselves from harm. They enjoy visits from the road safety officer, learn how to use scissors safely and all children take part in practising to evacuate the building.

Clear comprehensive written procedures ensure staff are fully informed of their roles and responsibilities relating to child protection. Staff are experienced in this area and have undertaken advanced training to update and develop their knowledge and understanding. As a result, staff act accordingly to ensure children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the groups very welcoming and caring environment. All children have a consistent carer who is responsible for liaising with parents to meet individual needs. A consistent routine is followed that helps children to feel confident and develop a sense of belonging. Children know what happens next during the day and are confident to work independently within the pre-school. They enjoy exploring a wide range of activities that are interesting and stimulating such as role play in the very well resourced opticians. This promotes independence and allows children to follow their own interests. Children play happily together using resources such as the computer, play dough and small world play. Staff know the children well and respond well to the children and are interested in what they say and do. Children have positive relationships with staff and receive comfort and attention when they need support. Throughout the day children are often praised, building on their self-esteem and helping them become confident, happy and settled.

Children's language and communication skills are promoted very well by staff through activities such as singing, story telling, conversation, questions and individual attention. Consequently children learn to speak clearly and express their needs. Children enjoy exploration with paint, water and sand which helps children represent their feelings and ideas in a variety of ways. An extensive range of resources promotes imaginative play. Children play together in groups acting out activities, such as, caring for babies, visiting the opticians, cooking, eating and dressing up. As a result, children's social skills are developing very well.

Nursery education.

The quality of teaching and learning is good. Teaching is rooted in a strong knowledge of how children learn. Staff have good relationships with the children and

are actively involved in the children's play and learning. All children are included and take part in a wide range of activities and experiences. Teaching motivates children so they are engrossed in their activities and make good progress. Adult-led activities are adapted to ensure that younger and less-able children are able to participate and activities are extended for older and more-able children to ensure that they are sufficiently challenged. Staff sit with the children and ask questions to encourage them to think and offer appropriate support when needed. Behaviour is managed effectively and this results in a calm and caring environment for children. Planning covers all six areas and identifies learning intentions for children. Children's progress is monitored to inform teaching and activities. A written report is shared with parents each term detailing children's progress in all learning areas, but this does not yet include planned future learning.

Children demonstrate a very good interest in the activities provided and have a positive approach to learning enabling them to build on what they already know. They sit and maintain good levels of concentration at activities such as completing jigsaws and sticking. Children interact well with adults and each other. They initiate interactions with each other and have regard for each others' needs. For instance, children share out the play dough so that a new child at the table can play.

There is a very effective approach to developing children's skills and understanding in early literacy. Great value is attached to talk. Children respond well to staff who are constantly encouraging them to talk about their activities to extend their language so that they can share their ideas, thoughts and feelings. Children are developing a very good understanding that print carries meaning. They learn letter sounds and are eager to write their name on their work. Older, more able children ask staff to write captions on their work and know the writing needs to be from left to right. They are encouraged to develop a keen interest in books. Children listen well to stories, joining in the part they know, but prediction and recall at story time is not always fully extended for older, more able children. Parents looking at nursery books, sounds of letters and correct formation of letters with their children at home helps to consolidate development and enjoyment. Taken together, these provide children with a firm foundation for learning to read and write.

Children can count up to 24 and number is encouraged in everyday play situations. Children are using number names to state their age and to describe how many bricks they are using to build towers. Positional language, such as in front and behind is used by children as they stand at a marked line before moving around rooms. Staff create opportunities to develop children's awareness of shape and size and this leads to children using this spontaneously during their play. Children use their understanding of numbers to solve simple problems such as how many two sets of items will make altogether, but they are not always encouraged to use mathematical terms such as 'more than' and 'less than' to solve simple practical daily problems such as how many cups and chairs they need for snack.

Children are developing the skills of focused observation, such as looking at the change that takes place when snow and ice are brought indoors. They are introduced to building and joining with different materials and they are able to experiment with a variety of construction techniques. Good use is made of computer software to support learning in areas such as letter recognition. Children develop good mouse

skills; older children are able to move the mouse confidently to move images across the computer screen. Children are able to express themselves through painting and exploring different textures and are able to name a wide range of colours well. They use their imagination well as they become engrossed in their play in the home-corner. A range of well planned activities such as, cutting with scissors, picking rice up with plastic tweezers and pouring water ensures children's finer physical skills are developing.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children enjoy positive relationships with the staff and with each other. All children and parents are welcomed and valued. Children are valued and respected as individuals and their confidence and self-esteem is developed well by staff. They behave well and play harmoniously with each other, taking turns, sharing, and helping each other. Children celebrate a range of festivals and they see and use a range of resources which are used to positively represent the wider community. This helps children to develop an understanding of the needs of others, develops their knowledge of the wider world and helps raise their awareness of diversity.

All children benefit from the positive partnership staff have developed with parents. Staff use discussion with parents, carers and outside agencies when necessary, to ensure all individual requirements are met. A number of parents contribute to the running of the group as committee members. Staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through the parent pack and information boards. The partnership with parents of children who receive nursery education is good. Parents are encouraged to be involved in their child's learning and receive regular reports about their child's progress.

Organisation

The organisation is satisfactory.

Overall, the range of children's needs are met. Effective recruitment procedures ensure staff are appropriately vetted. Appropriate policies and procedures work well in practice to safeguard children, although some require updating to meet recent changes in regulations. Children are in the care of qualified and experienced staff who support them well to ensure they are happy and settled in the nursery. This is further promoted by the continuity of care provided by the children being allocated to a keyworker. The setting provides a stimulating and interesting environment conducive to care, teaching and learning. Most aspects of the session are well organised to maximise children's learning and well-being.

The leadership and management of the setting are good. Staff are clear about their roles; they are committed to making improvements and work very well together as a team. Teaching is good because staff have a strong understanding of the Foundation

Stage. Children's progress is monitored. A written report is shared with parents each term, detailing children's progress in all learning areas, but does not yet include planned future learning. Staff work hard to motivate and challenge children to learn. Consequently, children make good progress towards the early learning goals.

Improvements since the last inspection

Since the last inspection comprehensive written permission from parents for seeking emergency medical advice or treatment is gained. This ensures that children receive appropriate medical treatment in the case of an emergency.

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 complaint 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):

- improve children's access to fresh drinking water, rigorous play and fresh air
- continue to review and update written policies and procedures

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):

- reduce the number of children sitting together at snack and carpet time in order to increase opportunities for children to develop mathematical concepts such as more and less during snack and to be able to predict and recall more

at story time.

- further develop written reports to parents to include agreed planned future learning in the 6 learning areas.

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