



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY152302

DfES Number: 513355

INSPECTION DETAILS

Inspection Date 11/12/2003
Inspector Name Carly Louise Thrower

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Woodston Pre School
Setting Address Celta Road
Woodston
Peterborough
Cambridgeshire
PE2 9ER

REGISTERED PROVIDER DETAILS

Name The Committee of Woodston Kids Club 1033699

ORGANISATION DETAILS

Name Woodston Kids Club
Address Celta Road
Woodston
Peterborough
Cambridgeshire
PE2 9ER

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Woodston pre-school opened in its present premises in 2001. It operates from a classroom at Woodston primary school in Peterborough. Woodston pre-school serves the local community. An Out of School club also runs from the same room.

There are currently 24 children on roll in the pre-school. This includes 10 funded 3 year olds. Children attend for a variety of sessions. The setting currently does not have any children with special needs. There are three children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09.00 to 11.30am each weekday morning with extended lunch time provision from 11.30 to 12.30pm. Afternoon sessions run from 12.30 to 15.00pm

Four part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from an Early Years Pedagogical worker, a Childcare Advisor from the local EYDCP and from the reception teacher within the school.

How good is the Day Care?

Woodston pre-school is providing good care for children. Staff make good use of available play space and ensure that children feel safe and confident whilst playing. Children make good progress in all areas of their development, through participating in a range of well planned and meaningful activities.

Generally behaviour is good. Staff use behaviour management techniques appropriate to the child's level of understanding and encourage children to successfully learn right from wrong. Children demonstrate warm and valuable relationships with all staff and enjoy participating in the activities provided

Children are provided with regular drinks and snacks. Children are given individual attention and their needs are met. They are encouraged to learn about personal

hygiene most of the time, although hand washing before snack is not always adequately promoted.

Staff provide a stimulating environment both inside and outside the pre-school. A good range of stimulating toys and play equipment, including toys which reflect equal opportunities principles, maintain children's interest and support their learning. Children are given the opportunity to self select and play independently.

Positive, friendly informal relationships exist with all parents. Parent's are kept well informed of their child's day and developmental progress. All documentation is well maintained, although there has been an occasional missed parent's signature in the accident book.

What has improved since the last inspection?

At the transitional inspection staff were asked to provide children with appropriate equipment to be able to relax and sleep if they wished.

Staff have now purchased eight sleep mats and sheets for those children who require a rest during the day.

What is being done well?

- Staff make good use of available play space and ensure that children feel safe and secure in their environment.
- Children are making good progress in all areas of their development, through participating in a range of well planned activities. Children demonstrate good relationships with all staff and enjoy their play.
- Children are provided with a clean, warm and welcoming environment in which they are able to move about freely. Space is organised well.

What needs to be improved?

- promotion of health and hygiene within the setting with regards to hand washing
- missing parent's signatures in the accident book.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure health and hygiene, with regard to hand washing is adequately promoted within the setting.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Woodston pre-School is generally good. It enables children to make very good progress in personal, social and emotional development, knowledge and understanding of the world and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan and provide a range of interesting and stimulating activities for children, showing a good understanding of most early learning goals. Plans of activities are evaluated and used to help influence future planning. Staff ensure they question children and allow them to observe, predict and think for themselves. However, sometimes there are missed teaching opportunities in communication, language and literacy, maths and physical development.

The leadership and management of the pre-school is very good. All staff are clear in their roles and responsibilities and work well together as a team. Staff are fully involved in weekly planning meetings and are able to put forward their thoughts and ideas. There is good support from within the school.

The partnership with parent's and carers is very good. Parents are kept regularly updated of their child's progress through formal and daily discussions with the child's key worker and planned viewing of their record of achievements. Parents are kept well informed of the pre-school's routines through clear policies and procedures.

What is being done well?

- Children's confidence and developing independence.
- Opportunities provided for children to explore and investigate objects and materials in their environment.
- Staff's planning of interesting and stimulating activities.
- Staff's clear understanding of their roles and responsibilities.

What needs to be improved?

- opportunities for children to engage in mark making for a purpose, especially during role play.
- opportunities for children to develop skills in simple calculation
- promotion of health and bodily awareness.

What has improved since the last inspection?

Woodston Pre-School has made very good progress since the last inspection. The previous key issues were to produce plans which clearly state the learning objectives for the main activities, implement a new assessment and record keeping system which covers all the areas of learning, provide more opportunities for children to develop their mathematical understanding through practical activities including problem solving and recreating patterns, enhance the scope of children's role play by providing a more varied range of scenarios and provide more opportunities for children to talk about where they live and features of their environment.

Staff now provide detailed plans which clearly state learning objectives for children in the main activities. They produce record of achievement folders for each child which includes observations, photographs and children's next steps. These are regularly viewed by parents and used to influence future planning. Plans show that children are provided with regular activities which allow them to problem solve and recreate patterns during their play. Role play scenarios such as a 'post office' allow children to develop their imagination. They are encouraged to create their own stories when playing with equipment such as the dolls house. Staff provide large group time for children to talk about significant events in their life, where they live etc. Visitors such as the policeman from the community help children to understand about their local environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their environment and work well independently. They are developing their own personal independence such as pouring their own drinks at snack time and have formed meaningful relationships with adults and others. Children are sensitive to others needs and are able to share and take turns when completing tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and are given good opportunities to recognise letters of the alphabet and link sounds to letters. Children enjoy books and listening to stories and eagerly anticipate what might happen next. However, there are missed opportunities to engage in mark making for a purpose such as in role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently from 1-10 and beyond and are beginning to recognise numerals from 1-9. Through the activities provided children show that they are developing clear concepts and understanding of sizes such as big and little and use mathematical language frequently during their play. However, there are missed opportunities to develop skills in simple calculation during routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring and investigating objects in their environment such as a wormery, growing bulbs and following a basic map. Learning is further stimulated by visitors from the local environment and trips out. Children show good interest in ICT equipment and can successfully operate a remote control car. There is a commitment to help children learn about cultures and beliefs of others through celebration of festivals and trips to the local temple.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children successfully use small tools and a range of equipment such as rolling pins and cutters with control and purpose. They move well and with confidence during their play, showing a sense of personal space. However, health and bodily awareness such as hand washing before snack is not always adequately promoted.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children confidently explore shape, colour and texture with a variety of materials. They use their imagination well during their play, often making up their own stories and are provided with a range of role play scenarios. Children really enjoy participating in music sessions, singing songs from memory and taping out rhythms to songs using instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the provision for communication, language and literacy to include regular opportunities for children to engage in mark making for a purpose, especially during role play activities.
- Improve the provision for mathematical development to include regular opportunities for children to engage in simple calculation during practical activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.