



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122750

DfES Number: 524718

INSPECTION DETAILS

Inspection Date 15/03/2004
Inspector Name Helen Hudd

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Woodmansterne Village Pre-School
Setting Address c/o Woodmansterne Primary School
Carshalton Road, Woodmansterne
Banstead
Surrey
SM7 3UH

REGISTERED PROVIDER DETAILS

Name The Committee of Woodmansterne Village Pre-School

ORGANISATION DETAILS

Name Woodmansterne Village Pre-School
Address c/o Woodmansterne Primary School
Carshalton Road, Woodmansterne
Banstead
Surrey
SM7 3HU

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

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 pre-school is registered to provide sessional care for twenty children and accepts children from two and a half years old. There are currently 26 children on roll, and this includes 23 who are in receipt of nursery education grant funding. The setting supports children who have special educational needs.

Opening hours are 09:15 to 12:00 Monday to Friday during term time only.

Six part time staff work with the children, of these five have an early years qualification to level three. Ongoing training opportunities are accessed through the Early Years Childcare Service (EYCS) and the setting receives support from the Early Learning Advisor.

How good is the Day Care?

Woodmansterne Village Pre-School provides good quality care for children. Most staff have an early years qualification, and ongoing training is provided. Staff organise space and resources effectively so that children's needs are met. Displays of children's art work create a welcoming environment and equipment is stored in an accessible way which allows children to choose from a wide range of stimulating activities. Record keeping is well organised and meets requirements.

The environment is safe for children. Staff promote good hygiene routines and maintain a clean environment. Fresh drinking water is accessible to children at all times and a variety of snacks are provided. Staff actively promote equal opportunities and positive reflection of race, culture and disability is seen in the resources. The Special Educational Needs Coordinator (SENCO) role is shared by two staff who follow the Code of Practice for the Identification and Assessment of

Special Educational Needs. Staff have a good understanding of the child protection procedures and clear information is available for reference.

Staff develop good relationships with the children, they talk to them, take opportunities to extend language and respond to their needs so that children are relaxed and confident. Staff manage behaviour calmly and consistently and promote desirable behaviour by praising children's achievements. Parents receive information through the notice board, newsletters, the prospectus, parents' evenings and regular feedback from staff.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide an accessible and stimulating environment which enables children to make choices and select their own activities.
- Staff plan and provide a wide range of activities so that children are well occupied. They talk and play with the children and are responsive to their needs so that children are relaxed, confident and well cared for.
- Staff have a good understanding of the equal opportunities policy. They provide positive reflection of race, culture and disability within the resources and celebrate various religious festivals so that children gain an awareness of diversity.

What needs to be improved?

- detail contained in the complaints procedure.

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
12	Ensure that the complaints policy includes the address of the regulator.

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

How effective is the nursery education?

Woodmansterne Village Pre-School offers high quality provision which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff plan an environment which demonstrates a good understanding of the stepping stones and are aware of the learning intentions for different activities. They observe and record children's development and use the information to inform future planning. Staff set clear standards for behaviour and are good role models for the children. They support children during activities and extend language and understanding. They provide good support for children who have special educational needs.

Leadership and management is very good. Supervisors show a commitment to ongoing development by completing self evaluation documents. Supervisors provide appraisals for staff and identify training needs. Staff are supported to attend ongoing training and staff meetings are held twice every half term. The staff team meet informally at the end of every session to record observations and evaluate activities.

Partnership with parents is very good. Parents are well informed about the provision and their child's progress. They are invited to review and contribute to their child's development profile during parents' evenings. Parents are invited to help in the setting and to share their skills with the children. An effective key worker system is in place.

What is being done well?

- Children have good opportunities to develop their self help skills and independence at activities such as pouring their own drinks and giving out the snacks.
- Staff provide a provide a print rich environment so that children gain an awareness that print carries meaning.
- Children use mathematical concepts to solve simple problems, such as calculating how many cups will be needed at snack time.
- Staff have a good knowledge of the stepping stones and understand the learning intentions for different activities.

What needs to be improved?

- opportunities for children to design and make their own creations using a range of materials.

What has improved since the last inspection?

At last inspection the provision was asked to review the programme for physical development to ensure that the four year olds experience sufficient challenge and adventure, and to ensure that regular staff monitoring is in place which identifies training needs.

Children now have regular access to a permanent wooden climbing structure which has been built in the outdoor play area, they visit the trim trail on the school campus, practice their balancing skills on the balance beam and play throwing and catching games.

Staff now receive regular appraisals. Training needs are identified and each staff member has a personal development portfolio with evidence and evaluation of courses attended.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated to learn. They develop their self help skills and independence and relate well to staff and each other. Children's confidence and self esteem are enhanced by staff who speak positively to them and are responsive to their needs. Children behave well, share and take turns. Children gain an awareness of other cultures and beliefs through positive reflection of diversity within the resources and by celebrating various religious festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to staff and each other. They enjoy looking at books and handle them appropriately. Children mark make and write for a purpose within general play activities. Staff label many items in the setting so that children begin to understand that print carries meaning, and they learn about different letter sounds during the letter of the week activity.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently up to ten and beyond, they write numbers and name them during general play activities. They experiment with weight and capacity when pouring and filling, and use simple mathematical concepts such as pattern making when threading beads. Children use mathematical concepts to solve simple problems within general activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently and independently use technology such as the computer and tape recorder. They explore their senses through water play, the smell table and a wide range of malleable materials. They investigate objects such as magnets and bubbles. Children have some opportunities to design and make their own creations using a range of materials. Children explore the features of the natural world by growing plants and flowers and looking at insects with magnifying glasses.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely with good control. They develop their balancing and climbing skills on the climbing frame and balance beam, and skilfully use a range of small equipment such as paintbrushes, scissors and threading beads. They gain an awareness of staying healthy when discussing healthy foods and making their own fruit salad.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use musical instruments to tap out rhythms and participate enthusiastically when singing familiar songs and action rhymes. They use their imagination to dress up and act out familiar situations, and explore different textures at activities such as collage, play dough, painting bubble wrap and playing with shaving foam. They regularly paint freely using their own imagination.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration.
- provide greater opportunities for children to design and make their own creations using a range of materials.

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.