



Wareside Fledglings Pre-School

Inspection report for early years provision

Unique Reference Number	127947
Inspection date	10 March 2006
Inspector	Paula Durrant
Setting Address	Wareside C of E School, Reeves Green, Wareside, Ware, Hertfordshire, SG12 7QR
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Registered person	Wareside Fledglings 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?

Wareside Fledglings Pre-school is a committee managed provision. It opened in 2000 and operates from the nursery and reception classroom at Wareside Church of England School. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open five afternoons a week from 12.45 to 15.00, term time only. All children share access to an enclosed outdoor play area.

There are currently 6 children aged from 2 to under 5 years on roll. Of these 4

children receive funding for nursery education. Children attend from the local area. The pre-school welcomes children with special educational needs and who speak English as an additional language.

The pre-school employs an appointed staff member responsible for the management of the provision who works alongside the nursery and reception teacher. The staff member holds an appropriate early years qualifications. The group are members of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners effectively adhere to clear, well structured health and safety procedures, which are consistently applied. For example, staff wear latex gloves when assisting children with toileting needs. This supports prevention of cross contamination. Children are beginning to learn the importance of good personal hygiene as they follow the daily routine. They know for example, when to wash their hands such as prior to eating and after using the toilet facilities. However, they do not fully understand the reasons behind this task as limited emphasis is given to teaching them about germs.

Children benefit from a nutritious and healthy diet. The pre-school provides them with a varied choice for snacks and these comply with all special dietary requirements to ensure children remain healthy. Snack time is an effective integrated learning experience for the children. They independently pour drinks, share the snack and chat with staff about 'milk being good for you, helping teeth and bones to get strong'. Children access drinking water regularly, supplied via an accessible tray of a filled jug and cups.

Children enjoy a good range of physical activities including indoor and outdoor play, together with more structured skills lessons such as music and movement and access to challenging climbing apparatus. They benefit in developing an awareness of the effects physical exercise has on their bodies as staff skilfully introduce stretching exercises to warm up their limbs and discussions about their heart rates quickening as they run, jump and exert their energy. Children rest and are active in accordance to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment where all necessary safety precautions are in place. Staff are highly vigilant in the supervision of children. For example, when crossing from the nursery unit into the main school staff position themselves at the front and end of the line managing the relocation smoothly and effectively. Detailed and comprehensive risk assessments guide staff in their monitoring and review of potential dangers. This means that children's safety and

welfare is paramount.

Children access an extensive range of safe, high quality, developmentally appropriate resources which are well organised in child height furniture to encourage independent access. Staff skilfully explain safe practices, such as the need to pick up items dropped on the floor, so that other children do not fall or hurt themselves and to listen to adult direction when using large apparatus during their PE session. This helps children to learn to take responsibility for keeping themselves safe.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. Children remain the primary focus of care in this well organised and managed setting. Staff are vigilant in their practice and are confident in their knowledge of child protection, reporting concerns appropriately to senior staff. Open relationships between home and the pre-school ensure that children's needs remain the single important factor. The child protection coordinator ensures that procedures are up to date and that staff understand their responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress in learning, leisure and personal development because practitioners are confident, enthusiastic and knowledgeable in their childcare practice. Children enjoy their time at pre-school and have lots of fun. They make excellent progress in the development of their language skills because of the positive interaction and staff engagement in conversations. Staff make competent baseline assessments when children enter the pre-school and this information provides a clear starting point upon which assessment can be based. Consideration to enhancing current planning systems to incorporate the 'Birth to three matters' framework will provide the setting with a holistic early years curriculum suitable for their unique setting.

Nursery Education

The quality of teaching is good. Practitioners have a sound knowledge of the Foundation Stage. Highly detailed and comprehensive planning systems provide a cohesive overall balance across all six areas of learning. Children access a broad range of practical activities, which are well-planned and exceptionally well executed. For example, the 'crazy caterpillar' activity extended on the theme of 'Spring' and the focus story of the 'Hungry Caterpillar'. Children were able to design their own model of a caterpillar from recycled materials and to select their choice of colour to paint their creation. Once dry children completed their task by planting cress seeds in their model linking the concepts of change and growth.

Children are engaged and motivated by a varied range of stimulating, practical activities related to their needs. They access an extended range of good quality resources, which supports their learning across the Foundation Stage. All children are keen to learn, self assured in their play and confident to try new experiences. They listen with considerable levels of concentration to stories and group led

activities. Many children use marks readily to represent their ideas and older children are becoming adept at writing their own names. Children are highly imaginative. They make their own stories when playing with small world farm sets as they pretend to ride the horses and herd the sheep. They are beginning to make sense of the world around them as they celebrate cultural festivals throughout the year. Children create three dimensional models, collages and draw pictures many of which are displayed. They are inquisitive, fascinated by how things such as keyboards work and wonder at the changes they see in the trees as the blossom begins to bloom.

Children work very well together. For example, younger children learn about turn taking and sharing as they play with the older children who enjoy explaining the importance of being fair and kind. Children gain confidence in using numbers in their play and respond well to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. Children gain opportunities to develop their physical skills, such as through daily access to the garden and regular structured PE sessions inclusive of music and movement. Children learn about the importance of preparing their bodies stretching their limbs in readiness prior to undertaking exercise.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and those from different backgrounds are welcomed into the setting. They receive praise and encouragement, and learn what is right and wrong. As a result, children behave well: they take turns, show respect and concern for each other and share resources with their friends. They develop positive attitudes to others through stimulating activities and an environment that reflects the lives of those who attend and the wider community. They begin to appreciate the customs and cultures of others through celebrating festivals and tasting foods. They show concern for living things around them and know, for example that plants wilt and die if they are not watered. Overall children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the good relationships and informal contact between their parents and staff. Parents receive a comprehensive range of information about the day-to-day organisation of the pre-school and the Foundation Stage and how it is implemented. This enables parents to be involved in their children's learning both at the pre-school and at home. The pre-school has introduced parents evenings and frequently updates parents through regular newsletters. These have been well received by the parents as they value the opportunity to discuss their child's progress and achievements with the staff. Although there is a complaints procedure this is not in line with current legislative changes. There are presently no systems to document or manage parental complaints made to the provision.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. A supportive committee, positive working relationships with the school, sound and detailed documentation and a committed and dedicated staff team ensure that children benefit and enjoy their time at this provision. Staff are exceptionally skilled and competent in their childcare practice. They demonstrate a real affinity with children. They use their wealth of experience and their childcare training to provide a wide range of practical and stimulating learning opportunities. The pre-school has clear self-evaluation procedures and works closely with external agencies to develop and enhance their practice. For example, the group have achieved accreditation status holding the 'Quality Counts' award. They are receptive to improvement and are actively striving to further progress their already unique provision through the implementation of the 'Birth to three matters' framework to underpin a holistic early years curriculum. Current planning and assessment systems are superb, appropriately detailed and ensure a clear focus to secure and progress children's learning. Overall, the needs of all children are met.

Improvements since the last inspection

At the last inspection the pre-school were required to investigate the provision of regulated hot water in the toilet facilities; conduct a risk assessment on the premises identifying actions to be taken to minimise identified risks; record visitors to the site; devise a fire log book to record details of fire drills and ensure the fire extinguisher is wall mounted. Children's welfare is promoted as the hot water in the toilet facilities is now regulated, risk assessments are implemented with suitable frequency and action undertaken where appropriate. Fire fighting equipment is safely wall mounted and fire drills are recorded. They were also required to develop procedures to inform Ofsted of significant changes or events, ensure times of arrival of both children and visitors to the setting are recorded and develop their complaints procedure to ensure detail of the regulatory body. The provision has devised a procedure delegating responsibility to a key staff member to ensure communications remain open between the setting and Ofsted. They have also improved their systems for recording times of arrival and departure for children and visitors to the premises and incorporated Ofsted's details into their complaints policy.

At the last education inspection the group were required to develop a system to implement staff appraisals. This is now in place with the Head teacher of the school taking a lead role in monitoring and developing all staff's practice within her school.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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):

- extend children's awareness of the reasons behind the hand-washing process, this refers to teaching about germs
- ensure there is a system in place to document and manage parental complaints in line with current legislative changes

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):

- enhance current assessment profiles by extending systems to provide a section for parents to comment on their child's achievements.

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