



# Wallerscote School Playgroup

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 305417  |
| <b>Inspection date</b>         | 15 March 2006   |
| <b>Inspector</b>               | Debra Elizabeth Jean Dahlstrom / Sue Anslow   |
| <b>Setting Address</b>         | Wallerscote Community School, Northwich Road, Weaverham, Northwich, Cheshire, CW8 3BD |
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| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Karen Wilson  |
| <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?

Wallerscote School Playgroup, registered, in 1993 is a privately run pre-school facility. It operates from an adapted classroom within Wallerscote Primary school in Weaverham, a village outside Northwich.

The children have access to a classroom with associated facilities and a designated outside play area.

The pre-school is registered for 26 children. There are currently 37 children on roll altogether, of whom 33 are in receipt of nursery education funding.

The playgroup is open Monday to Friday 8.45 to 11.45 plus three afternoons Monday, Tuesday and Wednesday 12.45 to 14.45.

There are total of four staff, of whom three hold relevant child care qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's individual needs. These include effective cleaning systems to prevent the risk of cross infection, such as cloths and aprons for specific tasks. Children effectively learn the importance of good personal hygiene through daily routines, for example, they confidently assemble to wash their hands with soap and water before eating their snacks and visiting the toilet. Older children show an awareness of germs and the importance of hand washing to remove them. Children use tissues to blow their noses and are encouraged to cover their mouths when coughing, as staff support children well in protecting themselves and others from the risks of infection. All children attend to their own personal needs competently.

Staff know the children well and are attentive to their individual needs and quickly identify if they are unwell and take the appropriate action, such as contacting parents. Staff meet the needs of children extremely well, for example, they ensure they are not exposed to foods that may trigger allergic reactions. Snacks are nutritious with fresh fruit served daily, portions take into account children's individual appetites.

Children's physical health is promoted well. Children have access to outdoor play and the main hall. They use large equipment to balance and climb. Children use a range of small tools with increasing control and confidence, for example, glue spreaders, brushes and scissors; older children are particularly competent.

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

The provision is good.

Staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits and how to involve children effectively in organising their environment. Children learn to keep themselves safe through discussion with staff, for example, about the importance of not running indoors because of the danger of hurting themselves or others.

Children are welcomed into a warm, stimulating environment, with areas attractively laid out to promote children's interests, learning, rest and play. The room is maintained to a high standard, with secure systems in place to ensure children keep

safe.

Play materials and equipment are of good quality and suitable for the differing ages and abilities of children, therefore, meeting individual needs of children effectively. Toys and equipment are presented well and easily accessible to promote children's independence.

Staff are committed to protecting children. They have a sound knowledge of child protection issues and the action they would take in order to protect children from harm, as senior staff have attended updated training. Staff are aware to report concerns to the appropriate agency should they have any concerns regarding children's welfare.

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

The provision is good.

Children arrive happy and enjoy their time in the pre-school. Those who are new to the setting are helped to settle by staff who are sensitive towards their individual needs. Children receive lots of support, encouragement and contact from the staff. This means that they feel safe and secure in the care of familiar adults.

Early communication skills are well supported through good adult-child interactions. Children achieve well and benefit from a broad range of activities which promote their good all-round development. Skilful intervention from staff encourages children to think and make connections.

Staff are in the early stages of implementing the Birth to three framework to further enhance the play and learning opportunities for children under three years.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Curriculum guidance for the foundation stage and early learning goals, which is reflected in the wide range of varied and interesting activities planned. As a result, children make good progress. Generally, there is a good balance between adult and child led activities, however, there are some missed opportunities for children to further develop their independence when they self select resources.

Children are interested and eager to take part in activities; they are confident speakers as they readily talk in a large group. Children are very supportive and help one another to complete tasks. Children enjoy story; they listen and handle books with confidence, turn pages and understand print is read from left to right. Children freely write for a purpose; they sit at the writing table or write on notepads in their imaginative play.

Lots of opportunities for children to use number in every day activities enables them to develop good early mathematical skills. They count the children present, and sing songs and rhymes with enthusiasm to extend their understanding of addition and subtraction. Children are learning about telling the time and can make links between

the number position on the clock and calling out the register or going home. Children have good memory skills; they describe past experiences of either home or at the setting and use these when handling equipment, such as the tape recorder or headphones. Their physical skills develop and improve through a variety of experiences, either indoors or outdoors, which help them develop control over their bodies.

Children are creative learners; they are energetic in singing favourite songs, showing sustained interest and enjoyment when handling sensory materials. They design small figures in dough and are thrilled with sieving and pouring sand.

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

The provision is good.

Children are welcomed in the pre-school and staff value and respect their individuality. Children behave well as staff give them plenty of praise and support for their efforts and achievements. Staff act as good role models, are calm and patient, showing respect and consideration for children and each other. Staff meet individual needs well with regard to behaviour management, offering a clear and consistent approach which takes into account children's stage of development. Children respond well and as a result, show a growing awareness of right and wrong.

All children are included in the activities provided and individual needs are well met. Staff are skilful in ensuring children are happy and secure and able to take part in all activities. Children gain awareness of the diversity of the wider world through a good selection of resources and activities that promote positive images. This positive approach fosters children's spiritual, moral social and cultural development well.

Good partnership with parents contributes significantly to children's well-being in the pre-school. The settling in policy helps children to be reassured and feel that they belong. Parents' views about their child's needs and interests are actively sought as part of the induction and on a regular basis throughout their time there. The welcoming entrance area provides information about events and how children's learning is developed. Staff ensure that all parents know how their children are progressing and developing through regular informal discussion and newsletters. This effective communication between parents and staff helps to promote children's welfare, safety and learning

### **Organisation**

The organisation is satisfactory.

The leadership and management is good. As a long established staff team, they have a secure understanding of their roles and responsibilities. Regular meetings ensure staff work well as a team and compliment each other to meet the need of all children.

All staff are experienced in caring for children in a pre-school setting with most

holding relevant qualifications. Staffing levels are organised to ensure that they are above the required ratios at all times and that children have good level of attention and support. The high ratio of staff to children helps to meet the needs of all children.

Policies and procedures are, in the main detailed. There are some omissions, however, with regards to the child protection and sick children policies. All the legally required documentation, which contributes to the children's health, safety and well-being is satisfactorily in place, including medication, accident and incident records. This maintains children's safety and welfare. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

There were five recommendations raised upon inspection, of which, all but one, are met in full.

The person in charge has gained the required level of qualification and sent in the necessary documentation to confirm she meets the standard to act in the role of manager of the setting.

Children have access to hot water for hand washing as the pre-school has now moved to a new setting within the school. There is now a system in place to ensure parents sign the necessary consents. Therefore, children's health is promoted.

A system to ensure any new staff have a full induction is in place, although there have been to date, no new appointments. This ensures any future staff have all the required information in order to care for children effectively.

The child protection statement does not include the procedure to follow in the event of any allegations against staff, as it is written elsewhere. This omission is then brought through to this report as a recommendation in order to improve safety for children.

### **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 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:

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| The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding. |
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| The quality and standards of the nursery education are good. |
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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):

- ensure all relevant details are included in the child protection statement and the exclusion of children in the sickness policy.

### **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):

- ensure staff are careful not to over direct children, allowing them more opportunities to experiment, discover and move more independently.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)