



Willerby & Kirk Ella Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY314754
Inspection date	08 March 2006
Inspector	Jackie Phillips

Setting Address	St Andrews Memorial Hall, Beverley Road, Kirk Ella, Hull, North Humberside, HU10 7AA
Telephone number	01482 653 083
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Registered person	Willerby & Kirk Ella Pre-School Ltd
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?

Willerby and Kirkella Pre-School Playgroup is a well established group. It is based in St Andrews Memorial Hall in the area of Kirkella, on the west side of Hull. It re-registered in 2005 due to a change of ownership. Children use two rooms within the hall. They also access suitable toilet and hand washing facilities. There is an enclosed area for outdoor play.

The group meets term time only from Monday to Friday. Times of operation are 09.15

to 11.45. Children may stay for up to one hour over the lunch time period provided with a packed lunch by parents.

Registration is for a maximum of thirty nine children aged from 2 to under 5 years at any one time. Currently there are fifty three children on roll, thirty four of whom are in receipt of funded nursery education. Support is provided for children with special educational needs and for those children whose use English as an additional language.

There are twelve members of staff employed at the setting. The majority hold recognised child care qualifications or are very well experienced. The group is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There is good emphasis placed on encouraging children to enjoy a healthy lifestyle. They are involved in a range of activities that raises their awareness of the benefit of physical exercise and promote an understanding of hygiene and personal care. During each session children regularly use the toilet area, well supervised by adults. They are provided with a small stool to aid their independence at using the toilet or wash hand basin. Soap and disposable paper hand towels help to prevent cross infection. Some children stay at the setting to have a packed lunch provided by their parents. This enables them to be prepared for the future when attending full time education. Adults sit with the children to provide assistance and promote a social environment at the meal table. Adults are aware of those children with allergies or special dietary requirements.

Mid session children are provided with a drink and a light snack. However, a drink is not made available during the session for children to access independently as they wish. Fresh fruit is regularly used to raise awareness about healthy eating. This is extended by tasting activities, such as groups of children making a fruit salad to eat. Good advantage is taken by adults to introduce fruit and healthy eating into children's play and learning activities. For example, the book 'Handas Surprise' was recently read to the children. To further develop this, props, such as dressing up clothes and baskets of fruit were made available to the children. They walked around carrying the baskets on their heads copying the girl Handa in the story. They discussed the different fruit and used this in the home corner for discussion and domestic play. They carried out a mathematics activity involving problem solving using fresh lemons and limes to add and subtract. One child recognised the importance of washing fruit before it is eaten. When asked if he was going to eat his toy apple he replied "I need to wash it first".

There is an enclosed outdoor area available for children to use. During each session provision is made for children to enjoy physical exercise. This may take place either when large climbing and balancing equipment is placed in the room or when games are organised during the session or after lunch when the physical fitness programme

is implemented. This fully ensures that children regularly have the opportunity to take part in activities that help to promote physical development and coordination. For children's fine motor skills a varied range of equipment including pencils, paint brushes, cutters, rolling pins, threading beads and scissors help develop hand eye coordination and confident use of smaller tools and resources.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment. Systems are in place to ensure children's safety and most documentation supports this. There is close liaison between parents and staff for the safe collection of children by other adults in the absence of parents. An attendance register is in place and also documentation to record accidents and medicines to be administered to children. The names of visitors to the setting are recorded. In the event of an emergency evacuation of the building children are familiar with the procedure because it is shared with them. They are becoming increasingly aware of maintaining their own personal safety. This was evident by the child who informed the group of the danger of waving drum sticks about. This followed an adult led activity about musical instruments including a drum.

Children are confident in their surroundings and move with ease between the two play rooms and into all focussed learning areas. The setting is extremely well planned and prepared prior to the arrival of children. It is arranged to look stimulating and inviting and children are excited and motivated when they enter the setting. The toys and resources that they use are clean and in good condition. Children's art work is well displayed although due to the constraints of a shared property the availability of large display boards in particular is limited.

The team are aware of their responsibility to protect children from harm. Written guidance and contact details regarding child protection are in place. The setting has a written statement established regarding the protection of children. However, it does not include the procedure to be followed if an allegation was made against a staff member or volunteer.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting confidently. They make choices and decisions throughout each session and their independence is promoted well through a variety of opportunities. They are happy, enjoy attending the setting and have a positive attitude to learning. They engage in a wide variety of enjoyable activities which include many first hand, practical events such as food tasting, growing spring bulbs and observing animals that visit, such as the tortoise. Activities include those which develop children's mathematical thinking, imagination, language and creative development, for example sand, water, role play, construction, singing, music and arts and crafts. They use descriptive language and communicate effectively although use rhyme less frequently. They respond to open ended questioning from adults.

They enjoy songs, books and stories and are eager to add their contribution.

Nursery Education:

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. They plan a holistic approach to children's learning for example linking the theme or topic through all the activities provided for children. Suitable challenges are set by adults and different abilities are taken into consideration. All children are fully included in the range of activities including those with additional learning needs. Planning is flexible and purposeful and learning outcomes for children clearly identified. Assessment records for each child show progress and help in the planning for the next stage in their learning. The room is very well organised and is stimulating for children on their arrival. Children behave well because they are engaged in purposeful activities that interest them including first hand practical events. High supervision levels and quality interaction by adults ensure that children's individual learning needs are met.

Children succeed because adults make learning fun. The 3-year-old who experienced some difficulty cutting the paper to make the stripes for her tiger was able to tear it to achieve the same effect. Children painting wild animals, such as an elephant and giraffe, were able to use a book for reference and create beasts that were clearly representational. Children respond to adults good use of open ended questioning. They particularly enjoy the introduction of a hand puppet into their daily 'talk time'. They are developing a sense of their community by visitors invited to the setting to share their experiences with the children. They are introduced to other cultures by the celebration of a range of festivals including more traditional events such as Easter and Christmas. They have the opportunity to grow plants in the garden and observe birds that eat from the feeders. An awareness of information technology is raised through the use of programmable toys and a child's computer, keyboard and mouse. They explore a wide range of media to express themselves including, song, music and dance. They enjoy using their senses and can demonstrate a knowledge of emotions.

Helping children make a positive contribution

The provision is good.

Children are enabled to feel part of the group in a number of ways. For example, some children prefer to play alone, in pairs or in small groups. However there is the opportunity for large group work to take place. For instance as part of a topic and linked to the song 'There were ten in the bed', the children drew pictures on fabric which was sewn together to make a patchwork quilt. They join daily as a group at 'talk time' which is adult led and where children may show personal items brought from home. This also presents an opportunity for adults to let children know about the range of activities on offer for the rest of the morning. A focussed discussion may also take place, for example, about drums linked to the story, 'Handas Surprise'. Children enjoy this time when they join with their friends and may benefit from increased opportunities to talk independently to the group and share their thoughts and ideas.

The partnership with parents and carers is good. Parents are provided with written information about the setting that includes the content of the educational programme. They are informed in advance about themes, topics and activities to enable them to make contributions or extend the experience at home and be involved in their children's learning. Parents acknowledge that their children are well prepared for school by attending the setting. This was confirmed by a number of parents at the time of the inspection. They know that their children are happy because they are eager to discuss events and can remember what they have done during the session. In many cases the older siblings of children have attended the group and there is consistency for family members. Parents are able to be kept well informed of their children's progress. They chat informally at the beginning and end of the session and have access to their child's personal record book. Newsletters and photographs help them to be kept aware of the activities and events that take place.

Because staff are aware of individual needs, children are enabled to achieve and enjoy through a range of quality early learning experiences. A commitment to training in a wide variety of child related topics is established. This includes how support might be provided for children with additional learning requirements. All children are fully included but if they prefer to play alone and not always join in, then this is respected. Children behave well because they are well occupied and fully engaged in a good choice of play and learning opportunities. At the planning stage adults consider children's development and their capabilities. This ensures that children are able to achieve. Children make a contribution to their environment by having their pictures displayed and by helping to tidy away after themselves. However, the routine for alerting children of tidy away time could be further developed. Children are learning about their own cultures and beliefs and that of others. They demonstrate they can show concern, share and take turns. Good relationships and friendships are evident. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The session is well organised to meet children's needs. As they wait to enter the setting, books are provided for them to look at in the cloakroom area. Useful information or resources linked to the planned theme or topic are available for children and parents to examine. The established team of staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and share their skills and interests to make learning effective and fun. Children's progress is documented and shared with the teachers of the school where they will receive full time education. The settings range of policies and procedures are not all up to date and some sufficiently developed to effectively support the operation of the group. These are available to parents on request however access could be improved. A secure procedure for vetting and recruiting new staff is yet to be established.

The leadership and management of the nursery education are good. The supervisor

leads by positive example and supports the team well. She has a clear vision of the aims of the setting to ensure nursery education is relevant and purposeful and meets the needs of young children. She is able to identify areas of weakness within the setting and use ideas to successfully achieve improvement. Staff are able to access training and regular meetings ensure that team work is a priority. All staff are involved in the planning of activities and the assessment of children's progress. They share observations and comments about the children which impacts on activities and the planning of the next stage in children's learning. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they may 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 the settings written child protection statement to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer and make available to parents
- improve the settings complaints procedure and make available to parents
- develop the settings written statement for the non collection of a child to include the procedure to follow in the event of a child being lost

- ensure a rigorous vetting and recruitment procedure is established.

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):

- develop and expand children's use and understanding of words that rhyme
- increase the opportunities for children to independently share and communicate their thoughts and ideas to others.

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