



Wingfield Pre School

Inspection report for early years provision

Unique Reference Number	303293
Inspection date	29 March 2006
Inspector	Angela Howard
Setting Address	Wingfield Young People's Centre, Wingfield Road, Rotherham, South Yorkshire, S61 4AU
Telephone number	01709 556463
E-mail	
Registered person	Wingfield 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Wingfield Pre-school was registered in 1997. It operates from Wingfield young peoples centre, in the borough of Rotherham. It is managed by a committee. The group access two community rooms, kitchen facilities are incorporated in the room and toilet facilities are easily accessed. There is access to a fully enclosed outdoor play area.

The provision is registered to care for a maximum of 16 children aged 2 to 5 years of

age. Currently there are 23 children on roll. Nursery education funding is received for 7 children aged 3 years. The group open five sessions per week, Monday to Friday from 9.15 to 11.45, school term time only. Children attend for a variety of sessions.

Six members of staff work with the children, of which five have completed or are in the process of attaining recognised childcare qualifications. The group receives support from the community teacher, who is employed by the Local Authority. They are a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm and clean environment. Staff promote good hygiene practice to prevent the spread of infection and keep children healthy. Children are encouraged to manage their own personal hygiene through appropriate practice and daily routines. For example, children wash their hands before eating, after stroking the chicks and using the toilet. Effective adult support helps children to gain a positive understanding of good hygiene practice. For example, after stroking the chicks children are asked what do they need to do next. Most children respond by saying 'wash my hands to wash the germs away'. Clear procedures ensure sick children are comforted and the risk of infection to other children is minimal. Signs and symptoms are promptly recognised and parents are informed.

Children are beginning to understand the importance of a healthy diet. They enjoy a well balanced range of nutritious snacks which develops their awareness of healthy options. This contributes significantly to children's understanding of a healthy lifestyle. Snack times are social occasions where children sit with their peers, joining in conversations and are encouraged to be independent in feeding themselves.

Children access a limited range of physical activities that contributes to their well-being. They make their own choices from a basic range of good quality resources which help them to gain confidence and some new skills. For example, children persevered to hit the skittles with the ball and to balance on the balancing beam unsupported. Physical play is offered indoors whenever the room is available; this limits the amount and type of physical activity which can be offered. Therefore children do not access gross motor physical activities on a daily basis. Children are excited about sharing their achievements. For example, they are keen to show how they can balance on the beam and keep repeating it to show other members of staff. Children move around confidently and safely, negotiating space and obstacles as they jump on the floor mats successfully.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and well maintained environment. Safety of the children is a high priority to staff, this ensures that it is a safe place in which children

can play and learn. They are carefully supervised to ensure they are able to move around freely and safely. Staff carry out a good range of effective safety measures, such as conducting regular risk assessments, to minimise potential hazards. Children are learning effectively to keep themselves safe as staff involve them in discussions about safety and teach them safe practice. For example, children are gently reminded not to put toys in their mouths and to not climb on the book case. Staff are skilled in allowing a good balance between freedom and safe limits. For example, younger children develop confidence to walk on the balancing beam because staff stay close by, hold their hands and give constant reassurance.

Children use good quality resources. They are able to self select equipment and activities from a wide range of resources which meet safety standards. Most resources are easily accessed, encouraging self help skills and independence.

Children are generally well protected as the staff have a reasonable understanding of their role and responsibilities with regards to child protection matters. They have an acceptable understanding of child protection procedures and recognise the signs and indicators of child abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the setting. They arrive happy and eager to participate. Close and caring relationships between staff and children increase children's sense of trust and help to develop their self-esteem. Children show a strong sense of belonging and make their own choices about their play from a wide range of good quality resources and activities. Children feel comfortable and secure in their surroundings; therefore they move around freely accessing activities which interest them. This results in children being confident enthusiastic learners.

Staff are making effective use of the Birth to three matters framework to ensure activities for children under 3 years are stimulating and achievable. All children enjoy a balanced range of appropriate activities and experiences.

Nursery education.

The quality of teaching and learning is satisfactory. This ensures children make steady progress in all areas of learning. Staff have a sound knowledge of child care and an appropriate knowledge and understanding of the Foundation Stage and Birth to three matters framework. The manager and staff team work well together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. The manager works alongside staff to monitor their work practice and offer advice and support.

Children are sufficiently confident and assured to work and play independently or in groups. They show interest in an acceptable range of purposeful, first hand activities which sustain their interest. For example, children learn to persevere with activities they enjoy, such as the paint programme on the computer and the building of a train track. Children show acceptable levels of independence, curiosity, imagination and

concentration. Their imagination is successfully stimulated as they act out imaginary situations, for example, preparing and cooking a meal in the home corner. Children draw on their experiences and imagination as they recreate situations. Like when they scrape the imaginary potatoes out of the pan because they are burnt.

Children are becoming good communicators and use language confidently to make their own needs known. For example, at snack time children voice their likes and dislikes and ask confidently to go to the toilet. Children self select and care for books appropriately. They are beginning to understand that print has a meaning and are writing letter shapes and beginning to use writing for a purpose. However, this is not extended to activities to help children link sounds to letters. Children are developing good relationships and behaviour is generally good. They play cooperatively with the play dough, and make new friends as they develop extended imaginary games in the home corner. Such as working together successfully to do 'the washing'.

Children benefit from individual support to help them count up to 10, to recognise shapes, colours and sizes. For example, children use comparative size and positional language independently when putting a jigsaw together. However, staff do not maximise opportunities in every day activities to consolidate children's mathematical awareness particularly with regards to measure and calculation.

Staff gain an acceptable understanding of children's interests by talking to parents and making their own observations when children play. They interact appropriately with children to stimulate curiosity, reinforcing and consolidating learning appropriately.

Children's assessments are clearly linked to the stepping stones and show what the child knows, understands and can do. Staff observe children's daily achievements and use this information to plan for the next steps in learning. However, parents are not actively encouraged to contribute or share their knowledge about their child's progress. Staff make appropriate use of early years guidance, such as Birth to three matters and Curriculum Guidance for the Foundation Stage, to provide satisfactory care and education. Overall children make satisfactory progress in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are very happy and content and are showing a strong sense of belonging. They are familiar with daily routines and form good relationships with each other and staff. Children receive an individual greeting and staff listen and are interested in the information shared by the children. This results in children being independent and feeling safe and secure, through which they develop self-confidence, a belief in themselves and healthy self-esteem.

Children's behaviour is generally good. They begin to understand right from wrong in a caring and sensitive environment. Most of the time staff provide children with clear and consistent boundaries which effectively encourages children to behave well. Children follow the example of staff in showing courtesy and consideration. For

example, children pass tissues, find apparatus and share playdough with children waiting to join in the activity. Staff praise children for their thoughtfulness and consideration for others.

Children's awareness of equal opportunities is fostered appropriately. They are beginning to learn about cultures and beliefs through discussion, daily activities and planned topics about celebrations and festivals in the wider world. Staff ensure that resources positively reflect the wider community; this helps children to develop a positive attitude towards others. This positive approach fosters children's spiritual, moral social and cultural development appropriately.

Partnerships with parents and carers overall is satisfactory. Parents are confident to approach staff and are kept generally well informed about their child's care. However, children's education assessments are not regularly shared with parents. Parent's views or knowledge about their child's progress is not used by staff to plan for the next step. Parents receive generally good quality information about the provision and information is shared reasonably well. Children clearly benefit from the positive partnership which has developed with parents. This results in children being happy and content in their play.

Organisation

The organisation is satisfactory.

Children's care is fulfilled by efficient, effective organisation. The quality of leadership and management of the nursery educational provision is satisfactory. Clear aims for children's care and education are shared with staff and works generally well in practice.

There are effective procedures in place to ensure children are cared for by appropriately checked and experienced staff. They continue to access relevant training and work cooperatively with other professionals, such as the community teacher, to improve outcomes for children. Staff work well together and are committed to continual improvement. The high level of commitment from the staff team ensures they work together to provide satisfactory outcomes for children.

The premises are sufficiently well organised to meet the needs of all children attending. Space is used appropriately and children are able to relax, play and move around freely. They are confident to initiate and extend their own play and learning.

The majority of required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. However, the daily register does not contain times of children's arrival or departure at the setting and there is no system in place to obtain written permission from parents should another adult collect a child. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the setting was asked to address issues relating to

documentation, children's assessment records, improving basic maths and the linking of sounds to letters.

The required documentation is now in place. The child protection policy includes procedures for dealing with allegations of abuse made against a member of staff or others. The procedure for dealing with incidents like a lost child is included alongside the uncollected child policy. Written permission from parents for seeking emergency medical treatment is now in place and the committee are now fully aware of their role and responsibilities. This ensures children are adequately protected and cared for.

There have been improvements in the children's assessment records. The records now contain appropriate information about children's progress. Some improvement has been made in providing opportunities for children to link sounds to letters and to enable them to have access to activities which promote basic maths. Children are beginning to count to 5 and have an appropriate range of activities to promote basic counting skills. However, there has only been limited improvement to include calculation and very little to link sounds to letters. This results in learning opportunities not being fully explored.

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 the range of physical activities to promote children's gross motor skills
- ensure the daily attendance register records children's arrival and departure times

- ensure written permission is obtained for other adults to collect children

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):

- extend children's opportunities to show an interest in number problems and simple calculation
- extend opportunities for children to link letters to sounds
- develop a system to seek and value parents' observations of their child and work with them to plan the next steps in learning.

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