



Wrenthorpe Pre-school

Inspection report for early years provision

Unique Reference Number	EY312799
Inspection date	10 May 2006
Inspector	Ingrid Pine

Setting Address	Wrenthorpe Primary School, Wrenthorpe Road, Wrenthorpe, Wakefield, West Yorkshire, WF2 0LW
Telephone number	01924 370770
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Registered person	Wrenthorpe Pre School
Type of inspection	Integrated
Type of care	Full day 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?

Wrenthorpe Pre-School and Early Birds Breakfast Club provides full day care and has been registered in its present premises since 2005. The pre-school is registered to care for 32 children under 8 years of age, and the breakfast club is registered to cater for 24 children under 8 years old. The setting is situated in premises located within Wrenthorpe Primary School. There is an outdoor area suitable for play. The pre-school is open from 09.00 until 15.20 and the breakfast club is open from 07.30

until 09.00, Monday to Friday during term-time only. Children from Wrenthorpe Primary School and Jerry Clay Lane Primary School use the facility and there is a 'walking bus' to and from both establishments.

There are 76 children on-roll, including 42 children who receive funded nursery education. The setting caters for children with special needs and those whose second language is English.

There are 20 paid part-time staff. Twelve of these have relevant childcare qualifications and 2 are working towards them.

The setting has membership of the Pre-School Learning Alliance and has support from the local authority early years visiting teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Positive steps are taken to prevent the spread of infection and to help children understand that good hygiene routines keep them healthy. For example, they routinely wash their hands before snack and after going to the toilet. Children are positively encouraged to look after their own personal needs, such as wiping their noses and flushing the toilet after themselves, and they know why they need to clean their teeth. They enjoy taking part in topics and activities that give them a good understanding of how their bodies work and have visitors to the setting, such as the dentist.

There are good routines in place to ensure that the risk of infection is minimised. Staff recognise possible risks and take effective steps to ensure that the premises and equipment are kept clean. There is a comprehensive written sickness policy in place, which is discussed and understood by parents. They respect and adhere to this policy and keep their children away when they are ill. Consequently, this safeguards the health of others.

Children are well nourished because they are offered a range of fresh fruit and vegetables at snack time. Staff sit with the children and discuss why these help to keep them healthy. Staff also work with parents to encourage the provision of healthy options in the children's lunch boxes. A supply of drinking water and milk is also available at all times and children freely help themselves using a cafeteria type system.

Children enjoy taking part in regular physical exercise, both indoors and outside. They have many opportunities to develop their skills in the open air by riding bikes, balancing on beams, climbing through tunnels and running vigorously up and down grassy slopes. They also enthusiastically join in main-stream school activities, such as 'Wake and Shake' sessions which have been set up to make children aware of the importance of physical exercise and of keeping fit. Children are encouraged to walk to and from school as staff pick them up on foot.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe environment. Staff carefully check the premises to ensure that there are no hazards for children. The doors are kept secure by use of an alarm and the outdoor perimeter is secure. Children are made very aware of the dangers of too much sun. They are all expected to wear sun hats in hot weather and activities are set out under the trees to protect them.

All resources are clean and well maintained and presented at children's level or on the floor. Consequently, children can easily access them and develop their growing independence. Children are kept safe on outings because well trained staff carry out risk assessments and ensure that ratio levels are high. There is a designated healthy and safety officer and also a committee member who takes responsibility for this area. Children understand the importance of keeping safe as staff ensure that they all take part in regular emergency evacuation practices and wear helmets when riding bikes. They also remind them to have regard for the safety of others. For example, children are prompted to be careful when building tall brick towers.

Children are well protected because staff understand their role in child protection. They have attended specific training and are all familiar with their own policy and the local guidance. They are confident that appropriate procedures will be followed, if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

All children are developing good confidence and self-esteem. They are clearly happy and are warmly welcomed by the staff. Children show high levels of interest in what they do because they are provided with a very good range of interesting activities and are given time to enjoy them. They choose where they want to play and extend their role play into the outside area. For example, children feed the baby doll in the home corner and then put it in a pushchair to take it out for a walk in the playground.

Nursery Education.

The quality of teaching and learning is good. Staff have very positive relationships with the children. They have a good understanding of the Foundation Stage, and have well documented and easily understood planning in place. Good evaluation of children's progress enables staff to provide activities and interests that make children's learning fun and exciting. Children confidently relate their own experiences and talk about their family lives, their days out and discuss their play experiences. For example, when making box craft models, they enthusiastically share their discovery that yellow tissue paper changes colour when overlaid on a blue packet. There are close links with the Foundation Stage teachers in both schools where children attend after their time at the pre-school and this helps to provide a seamless learning ethos within the setting.

Children have a high level of self-confidence. They leave their carer with ease and settle in well. They greet their friends and show a high level of interaction with staff and their peers. They cope well with their own personal routines, such as going to the toilet, choosing their own activities, accessing their own snacks and drinks. Children move confidently from indoors to outdoors. Staff are very supportive of new children and the key person system ensures that they quickly settle into the setting. Three and four year olds work well together in small and large groups. They play with purpose and particularly enjoy sitting around the table whilst having snacks and conversing with one another. All children are aware of differentiating between right and wrong. Staff allow a certain amount of freedom for children to self-regulate, only stepping in if children cannot solve their own disputes. They are encouraged to share and take turns. For example, one child builds bricks whilst another one operates the timer. The atmosphere is busy but calm and children mostly play well together. For example, taking turns with the computer games.

Children are self-assured speakers and are eager to share familiar events and experiences with adults and their peers. They confidently relate stories about going to Lotherton Hall and discuss how old they are. Children freely access the book corner and read on their own or in small groups. They recognise that print carries meaning and confidently make marks or write their own name. For example, they have cards to self-register and record on a white board the fact that they have had their snack. Children frequently use the comfortable book corner. They thoroughly enjoy impromptu story time out in the garden, sometimes independently and at other times with their peers or adults. Staff make story time enjoyable and use sessions to discuss number, colour and shape. They also encourage children to use their imagination and predict what is going to happen next. There are some opportunities to attempt writing for a variety of purposes. For example, they write their own names, make lists and record details of a traffic survey.

Older and more able children confidently recognise numbers. For example, they know that the timer runs for five minutes as it is written on the top. More able children count to five and beyond with ease and are developing their understanding of simple addition and subtraction. For example, when counting the bikes and helmets in the playground and the number of bricks in a tower. They are beginning to differentiate between past and present, and discussing how old they will be at their next birthday. Children show a keen interest in shapes and easily recognise those of everyday objects. For example, when eating lunch, older children talk about triangle sandwiches. They also understand that putting two together makes a diamond or a square. Three and four-year-olds talk about, recognise and recreate simple patterns through playing with jigsaws and creating elaborate, complex paintings and drawings.

Children learn about their own environment through walks and surveys on how they get to pre-school. They learn about the environment and nature through interesting visits to a bird garden and strawberry picking in the farmer's fields. They enjoy learning about the diverse wider world through taking part in celebrations from other countries. For example, they make Chinese dragons and eat Chinese food. They also invite visitors into the pre-school to talk about their national costume and traditions. They foster respect for one another; for example, one of the parents brought in their child so that the children could learn about caring for a new baby. Three and four-year-olds confidently use the computer. They know how to switch it

on, use the mouse and load up their own discs. Children become familiar with how things work as they play with a microwave and food processor and camera in the role play area. They also confidently use tape recorders when listening to story tapes.

Children use their imagination in role play in the home corner and with puppets, sometimes independently and sometimes supported by staff who join in their fun and games. They have many opportunities to create box models when they confidently use glue and sticky tape to make models and join two articles together. They create their own music and enjoy singing a variety of songs and rhymes.

Children move confidently in a number of interesting ways as they practice their physical skills. They carefully pour their own drinks and manipulate objects with good control. For example, they spread glue precisely and produce intricate patterns when painting, using a range of large and small brushes.

Helping children make a positive contribution

The provision is good.

The setting provides a wide, varied range of activities that promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. They learn about their local and wider, diverse community as they visit places of interest and enjoy regular visits from parents who can share their family traditions with them.

Children are valued and respected by staff who are excellent role models. They respond positively to the staff members' clear guidance and receive much praise and encouragement. Staff give children responsibility to make choices and decisions, which enables them to become independent learners and explore at their own pace. They regulate their own behaviour and mostly learn to take turns, share and co-operate with each other.

The setting has a comprehensive inclusion policy and there is good support for children with special needs. A key person system ensures that all children's individual needs are acknowledged and discussed with parents on a regular basis. Staff arrange a home visit so that they are fully aware of children's requirements and preferences.

There are strong, trusting relationships with parents and carers. They feel that they are welcome in the setting and mostly included in their children's development. There is an effective system for giving parents both verbal and written information and communication is good.

Partnership with parents, in regard to nursery education, is good. The parents of children receiving education funding are suitably informed about the Foundation Stage and their children's progress because they have access to their children's development profile and general folders about each area of learning. They are actively encouraged to contribute items to the themes and interest tables, helping to extend and support children's learning at home. However, there is no formal system to ensure that parents are fully included in contributing to their children's

development and assessment files.

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

Organisation

The organisation is good.

Leadership and management of the nursery education are good and contribute positively to children's progress towards the early learning goals. The leaders of the setting hold relevant qualifications and are suitably experienced. The majority of staff hold early years qualifications and their different skills and experience ensure that they compliment each other very well. Staffing ratios are well maintained and members of staff work individually with some children with special needs. The setting has an effective management structure and all members of staff are clear of their responsibilities. Staff work well together as a team and all feel that they are involved in the decision making and their contributions greatly valued. They are all very committed to a programme of continued training to develop their skills. All staff are involved in evaluating the provision to ensure that it offers a safe, stimulating environment where children learn through play and enjoyment. There are good systems in place to evaluate and monitor staff performance and development, and staff receive assessments and appraisals. The organisation of such a large team is managed effectively and staff cooperate well to ensure the smooth running of the setting. The leaders and staff team are committed to continual improvement within the setting. The key persons meet regularly to evaluate the effects of these improvements and value the support given by their committee, the local authority's visiting teacher and the Pre-School Learning Alliance in helping to implement any changes needed.

Space is well organised. Furniture and equipment is used to create interesting play areas for both boisterous and quiet play. Children develop their independence as they can easily access a varied range of resources and move freely from both indoors and outside.

Comprehensive documentation for the safe management and care of the children is in place. It is very well organised, up-to-date and readily available. There are comprehensive policies and procedures in place and these are shared effectively with parents.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

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.

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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):

- develop staff's knowledge of the Birth to three matters framework through appropriate training.

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 more opportunities for children to be included in choosing their own activities
- develop more opportunities for children to use numbers and letters in everyday purposeful play situations
- develop a procedure to involve parents more in children's development profiles and assessments.

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