



Westover Pre-School

Inspection report for early years provision

Unique Reference Number	143574
Inspection date	10 July 2006
Inspector	Michele, Karen Beasley
Setting Address	The 54th Paignton Scout Hut, Paignton Avenue, Copnor, Portsmouth, Hampshire, PO3 6EE
Telephone number	02392 670458 07986670458 pre school mob
E-mail	
Registered person	Westover 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?

Westover Pre-school has been registered since 1995. It is run by a volunteer management committee and operates from the local Scout Headquarters in the Baffins area of Portsmouth. Children from the local community attend, with a maximum of 24 children attending the group at any one time. The pre-school offers sessions term time four mornings a week, except Wednesday, from 09:15 to 11:45 and five afternoons a week from 12:30 to 15:00. Children have use of a grassed area

to the rear of the setting and local park for outdoor play.

There are currently 60 children, aged from two to five years, on roll. Of these, 49 children receive funding for early education. The children attend for a variety of sessions. Currently, the setting supports a child with special needs and no children with English as an additional language.

Currently, there are six members of staff working in the provision. All staff hold a recognised childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children recognise the importance of following good hygiene procedures, as they know to wash their hands before having snack. Staff prepare tables for snack by wiping them down with anti bacterial spray. Children delight in opportunities to sit with their peers and socialise with each other. They enjoy a range of healthy nutritious snacks, which are planned according to their individual dietary requirements and preferences. Children eat healthy options such as cucumber, cheese, raisins and crackers with butter. They are encouraged to pour their own drinks and self select from the food available, washing up their own bowls and cups afterwards, which helps them develop a sense of independence.

Children enjoy daily opportunities to engage in physical activities and benefit from the use of a grassed area and local park. They enjoy using a range of equipment, including balls, a parachute and climbing equipment, to develop their physical skills. Children's health is maintained, because staff implement most health and hygiene policies. However, the cleanliness of the fridge in the kitchen needs maintaining, to ensure cross infection from bacteria is minimised. Staff administer medication and deal with accidents appropriately, ensuring this information is well recorded and shared effectively with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and secure environment, because practitioners are vigilant and remove any possible hazards. For example, they risk assess the local park before the children play in it. Children are made aware of dangers through general conversation and consistent rules, for example they know they must not run in the setting. Children learn how to keep themselves safe by practising fire drills, however, these need to be more frequent to ensure children's safety at all times.

Comprehensive risk assessments are in place, covering all aspects of the provision. All practitioners are aware of their individual roles and responsibilities towards the

safety of the children and the premises. The entrances are kept locked and visitors sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to the children.

The premises are bright and welcoming and children's work is displayed on the walls, making them feel valued. Children benefit from using a wide range of safe resources, because procedures are implemented effectively to ensure all equipment is checked regularly, providing the children with a safe play environment.

Children are well protected, because all practitioners have a clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents, to ensure they are aware of the setting's responsibilities. All existing injuries and incidents are recorded, keeping children safe and protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly on arrival, as they are met in the provision by practitioners and self register. They are encouraged to hang up their belongings, such as sun hats, increasing their independence. Practitioners and parents ensure younger children are assisted as necessary, building their self-esteem. Children are extremely happy and they laugh and giggle throughout the activities, for example when playing with playdough and using sellotape to stick pieces of paper together.

Practitioners interact with the children exceptionally well, talking to them all the time, making eye contact, playing at their level and showing affection. Younger children enjoy experimenting and exploring with rice and paint during craft activities. Practitioners praise and encourage the children all the time, helping them to learn different skills.

Practitioners have an understanding of the Birth to three matters framework, but have yet to implement it. Presently, activities are adapted if necessary to the needs of the younger children, ensuring that their needs are being met.

Nursery Education

The quality of teaching and learning is good. All practitioners have a good knowledge and understanding of the Foundation Stage. This enables them to plan a stimulating well-balanced programme, which effectively covers the six areas of learning. Activities are closely linked with the stepping stones, to ensure the children's progress can be monitored and the activities are purposeful. The challenges for children are sufficient and aimed at each child's level and stage of development.

Observations of children's progress are ongoing, all practitioners record individual achievements clearly and they collate the information to inform the curriculum, ensuring the needs of all children are being met. All of the curriculum is organised well to promote learning in all areas, encouraging children to develop their skills.

Practitioners ask open-ended questions, encouraging the children to think about what they are trying to achieve. They allow the children time to think about their answers and value their responses, providing additional resources or ideas to help and support their learning. Children show great delight when they successfully complete a task, such as making Lego models.

Excellent use is made of time and resources, allowing children opportunities to freely access all resources and initiate their own learning, work in groups with younger children and engage in planned activities with their key work group. Some parts of the sessions are structured; others allow the children to express themselves freely. Children use their imaginations extremely well during free-play and role-play, as children take on the roles of mummy and daddy looking after their baby.

Practitioners have a clear understanding of the developmental needs of all children, they know when to stand back and let play develop naturally and when to step in, offering guidance and support as necessary to help children reach their full potential. The resources are used effectively throughout the day and children have many opportunities to self-select resources, developing their independence, which is actively encouraged throughout the day. This increases the children's opportunities to explore their freedom of choice and develop their decision making skills.

Children's social skills are developing well; they are keen and eager to join in the activities, asking questions to learn more, showing curiosity. Children show high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings.

Children's vocabulary is developing well and practitioners introduce new words at every opportunity during practical activities. Children are beginning to understand that text has meaning, as they handle books independently and make good use of the book area. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to, and sometimes above 10 throughout the day, using one to one correspondence such as compare bears and mosaic pegs. Children use mathematical language with confidence, talking about shape, size, position and quantity during their play in the water tray.

Children have many opportunities to use and handle a good range of natural and manmade materials. They enjoy choosing and using a wide range of materials to complete their own ideas throughout the day. They use everyday technology such as telephones, calculators and tape machines. Children have a good sense of time and place, as they recall past events and activities. They use their imaginations extremely well during role-play and during art activities.

Very good support from practitioners and an exciting, stimulating and well-balanced educational programme ensures all children are captivated in their learning, and provided with very good opportunities to achieve their individual potential.

Helping children make a positive contribution

The provision is good.

Children have a very positive attitude towards themselves and one another and recognise the need to share and take turns, when involving themselves in each others' play. They show concern for one another and respond sensitively when a child falls over in the group. Children's behaviour is very good. They understand the difference between right and wrong, and respond well to the extremely clear and consistent boundaries set by practitioners. They learn about the world around them exploring different cultures, linked to discussions and activities based around a variety of special days and cultural festivals. Consequently, children begin to recognise and value the similarities and differences between themselves and others. This positive approach fosters children's spiritual, moral, social and cultural development.

Effective systems are in place to support a child with special needs. Currently, there are no children with English as an additional language attending. Children are encouraged to be sensitive and show an awareness of others' needs, through daily routines and general conversation.

The partnerships with parents are good, which enhances children's learning. They are well informed about what their child is involved in on a daily basis, through discussions. Detailed information about topics and activities are available through regular newsletters and letters home. This encourages the parents to play an active role in their child's learning. Parents are informed about their child's individual progress towards the Early Learning Goals and are given opportunities to make ongoing written contributions about their children's learning at home, enabling them to fully contribute to their child's education.

Organisation

The organisation is good.

Daily routines are organised exceptionally well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and interested throughout the stimulating sessions, which has a positive effect on behaviour. The ratios are maintained at all times and staff deployment is very effective in all areas of the setting, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure all adults are checked and new staff complete an in depth induction programme, ensuring children are safe. Children are well protected, because all policies and most procedures are implemented effectively. All the required paperwork and documentation is maintained to a good standard.

The leadership and management of the setting is good. The provision's committee strongly support the practitioners. The manager is responsible for the day-to-day running of the setting and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The supervisor provides good support for all practitioners and is knowledgeable, offering advice and suggestions through observation and discussion, to improve the quality of care and education throughout

the setting.

The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Practitioners see the appraisal process as a very positive aspect of their development, however appraisals are infrequent. The assessments are used to identify strengths, weaknesses and training needs. The staff team work well together, providing a highly stimulating environment for the children.

All of the practitioners are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Practitioners all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the knowledge and experience of the practitioners. They are totally committed to ensuring that the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last care inspection, the provision was asked to address the following recommendation. Continue practice to follow procedures to make drinks available throughout the session and provide an appropriate range of snacks for children. Children have access to drinking water at all times after physical activity, during the session if required and at snack time, where they are encouraged to help themselves from a large jug and choose their own cup to pour their own drinks. A snack bar is available at given times, where children self select from healthy foods, including fresh fruit.

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.

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 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 the cleanliness of domestic appliances is maintained
- ensure fire drills are carried out frequently.

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):

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