



## Winsham Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331760
<b>Inspection date</b>	28 September 2006
<b>Inspector</b>	Michelle Tuck
<b>Setting Address</b>	Winsham School, Church Street, Winsham, CHARD, Somerset, TA20 4HU
<b>Telephone number</b>	01460 30377
<b>E-mail</b>	
<b>Registered person</b>	Winsham Pre School and Toddlers
<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 satisfactory. 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?

Winsham Pre-School is run by a committee of parents. It opened at the current premises in 2006. It operates from separate premises within the grounds of Winsham School. It is situated in the village of Winsham on the Somerset/Dorset borders. The group serves the local area and surrounding villages. A maximum of 14 children may attend the group at any one time. The group opens five days a week during school term times. Sessions are from 09.15 until 12.15. There are currently 11 children on roll of whom seven are in receipt of funding for nursery education. There are no children attending with English as an additional language or who have learning disabilities or difficulties. The group employs two members of staff, both are working towards a level 3 qualification in childcare. The group receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is adequately promoted. They are protected from the spread of infection through procedures carried out by staff. For example, they wash their hands before preparing snack and tables are wiped over before food is served. Children learn some good practices regarding their own personal hygiene through daily routine, which includes washing their hands thoroughly before snack time and after using the toilet. When washing hands after messy activities, children share a bowl of water, however this is changed regularly. Resources are kept clean with regular washing.

Children choose from a variety of nutritious snacks which includes fruit, crackers and cheese. They are able to help themselves to a drink of water from a jug throughout the session, and are encouraged to have a drink after taking part in physical activities. Children's health is promoted appropriately regarding accidents and medication. Accidents are clearly recorded, however parents are not always informed immediately and asked to sign the record.

Children take part in outside activities such as climbing and balancing on the fixed equipment. They also enjoy ride-on toys where they negotiate obstacles as they attempt to peddle around the playground. Children learn about keeping fit through activities such as music and movement, and they learn about caring for their bodies by dressing appropriately for different weathers.

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

The provision is good.

Children are cared for within well-maintained premises which is organised to allow them the freedom to move between activities freely and unhindered. Children are kept safe and secure by staff who check all areas of the provision before children arrive and ensure appropriate safety measures are in place indoors and outside. For example, the playground gate is locked.

Children learn about keeping themselves safe through good practical activities and staff guidance. For example, walking between the pre-school and school building, no running inside the pre-school room and practising the evacuation drill regularly.

Children enjoy a good range of play provision appropriate for their stage of development. They choose freely from the range of activities set out by staff and extend their play by choosing from other resources stored at their height around the room.

Children are protected well by staff who have good systems in place to safeguard their welfare at all times. For example, staff keep a record of all visitors and children who arrive late and hold details of adults authorised to collect children. They have a good understanding of child protection issues and procedures to support them in keeping children safe.

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

The provision is good.

Children enjoy a good range of activities to support their learning and development. For example, different role play environments and small world sets, story and reference books in a quiet corner, puzzles, manipulative toys and games and different constructional sets. In addition children enjoy organised and free choice creative activities.

Children enjoy different learning opportunities linked to topics each term. All children's learning and development is planned according to the Foundation Stage curriculum, regardless of their age. Staff have yet to develop an effective system of planning and monitoring the learning and development needs of children aged between two and three years.

### **Nursery Education**

The quality of teaching and learning is good. Informative observations are made on the children's achievements which are transferred to assessment records relating to the stepping stones. Assessment records are used to influence future planning and show progression towards the early learning goals. Staff have good knowledge of the children and the Foundation Stage curriculum and interact well with the children to extend and challenge them. For example, staff effectively challenge children, through appropriate questioning, when reading a story. Staff are confident to encourage children's mathematical development through daily routines, such as completing the weather chart. Numbers are observed around the room and children enjoy counting in their chosen activities.

Children arrive happy and settle quickly early in the term. They self-register, know where to put their possessions and seek out peers and staff to talk with. Children focus on favourite toys well and are proud to show off their work. This all demonstrates children have a good sense of well-being and belonging within the group. Children enjoy taking part in activities they are interested in. For example two children play well together with the small animals. They converse together explaining what they are doing. For example "I hear strange noises, I think it is the car, but I can't reach it."

Children's communication skills are developing appropriately. For example, they discuss news and ideas at circle time, they are beginning to listen to one another and take their turn. Children are good at using language to describe what they are doing. For example a child playing with the play dough says "I'm rolling it out" and says "I'm squishing it" as he squeezes it between his hands. Children are developing some independence through finding and choosing favourite toys, visiting the toilet and washing hands alone.

Children move with control and co-ordination during physical play activities such as music and movement and action songs. They enjoy a good range of large and small scale equipment both indoors and in the playground to promote their physical development. Children enjoy music and join in group singing with enthusiasm. They explore sounds and rhythm using different musical instruments, for example, through attending the Music sessions. Children use their imaginations well in art and craft activities, small world play and different role play environments.

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

The provision is satisfactory.

Children are treated fairly and included equally within a positive environment. Their individual needs are met appropriately by key workers who interact closely and liaise with parents to provide consistency of care.

Children behave well and are becoming familiar with the routine. They are developing an understanding of what is right and wrong. Staff promote good behaviour and self confidence through offering children lots of encouragement and praise. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Staff have developed sound working relationships with parents which contributes positively to children's well being in the group. Parents are provided with information about the provision and are kept up to date through notices, and news letters. This ensures children are cared for consistently and according to parents' wishes. Parents are encouraged to get involved in their child's learning through staff providing information about forthcoming themes. However, very little information about the Foundation Stage curriculum, stepping stones and early learning goals is provided. Parents are aware they can speak to their child's key worker before or after the session, but do not have the opportunity on a more formal basis to discuss their child's progress.

## **Organisation**

The organisation is satisfactory.

Leadership and management is good. There are rigorous systems in place to monitor, assess and evaluate the quality of the nursery education and both members of staff have a secure understanding of the Foundation Stage.

Staff work well together as a team and continuity of staff means children are developing trusting relationships. Policies and procedures have recently been updated and underpin the group's good practice, however the complaints procedure lacks detail.

The areas used by the children are well organised. This means children can move around safely and comfortably. Sessions are generally organised effectively, however staff leave the room to prepare snack and this results in incorrect adult to child ratios at these times. Overall the setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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 satisfactory. 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 parents are informed of accidents and sign the accident record
- ensure correct adult: child ratios are always maintained
- ensure parents know how to make a complaint
- develop a system to assess and monitor the learning and development of children under three, for example, through the use of the Birth To Three Matters framework

#### 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):

- provide parents with more information on the Foundation Stage curriculum and opportunities to discuss their child's progress.

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)