



Westleaze Pre-School

Inspection report for early years provision

Unique Reference Number	EY332074
Inspection date	18 September 2006
Inspector	Sue Davey
Setting Address	Brook Close, Long Ashton, Bristol, Avon, BS41 9NG
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Registered person	Jacqueline Brooks
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?

Westleaze Pre-school has been running since 1992 but re-registered in new premises in 2006. It operates from Northleaze Primary School, Long Ashton, Bristol. Children have access to the pre-school room, library, Information Communication Technology room, food science room, sports hall and all outdoor facilities. The group is open each weekday between the hours of 09.00 and 15.00, during term time only. There are currently 34 children on roll. Of these, 28 receive funding for nursery education. The setting supports children with special needs and those who speak English as an additional language. Four members of staff work with the children. Of these, two hold relevant qualifications in childcare and education. The group receives advice and support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive in the setting because there are effective procedures that promote their good health. For instance, staff minimise the spread of infection by keeping the premises and resources clean; they do not admit children who are sick or infectious; and they make sure children have daily opportunities to play outside in the fresh air. Most staff hold certificates in paediatric first aid and they know what to do if accidents occur. Accident records are up to date and countersigned by parents. However, the system of recording does not support confidentiality. Children's health is further promoted as staff explain, in very simple terms, all about germs. Consequently, children learn the importance of washing hands before eating or after visiting the toilet. Staff take good account of the information given by parents about children's food allergies or specific dietary needs. At snack time, children choose between milk and water to drink. They enjoy a variety of healthy foods, which include dried or fresh fruit, breadsticks and salad vegetables. Drinking water is always available and staff encourage children to drink more in warm weather. Packed lunches are stored appropriately and kept cool until needed. Staff usually sit with the children at lunch time. This enables them to talk to the children socially, establish good table manners and set an example for healthy eating.

Children have immediate access to their own outside play area. Part of it is covered to provide shade and shelter. This means the 'outdoor classroom' is operational throughout the year. Children also benefit from regular use of the school hall, playgrounds and field, which provides many opportunities for physical play. Children develop coordination and control as they ride bikes, practice ball skills, balance on stilts or run about. They bend, stretch and dance to music, and take great delight in the challenge of parachute games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe because at all times they are well supervised by very experienced and vigilant staff. The newly built premises offer an attractive, welcoming and appropriate environment for children to play and learn indoors and outside. Safety features include, non-slip floors, an automatic sprinkler system in the event of a fire; under floor heating; fully enclosed school grounds and easy access to other locations without the need to cross busy roads. In addition, before taking children on outings, staff visit first to make sure it is safe and suitable. A record is kept of all visitors to the building and the double entry door system provides added security. However, although not easy to open, the positioning of door handles puts them within children's reach.

All toys and equipment are suitable for the age and stage of development of the children. Staff carry out daily safety checks to make sure everything is in good working order. Many resources are stored in clear containers, in low-level units around the room. Therefore, children can easily see what there is to play with and help themselves. Operational procedures further safeguard children's safety and welfare. For example, all staff have been thoroughly vetted through the

appropriate authorities. They understand their responsibilities regarding child protection and know where to seek advice if concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting ready and eager to play. Staff's positive and sensitive attitude enables children, during their first week in pre-school, to settle very quickly and find something interesting to do. Those who are less confident readily accept a cuddle from a reassuring member of staff. Children choose from a wide range of readily available toys and materials. In addition, they explore a variety of interesting and exciting topics throughout the year. They engage in activities indoors or outside, both spontaneously and as part of a structured session. Staff join in with children's play, show interest in what they say and do, and readily praise their achievements. In this way, they build very good relationships with the children and get to know them well.

Nursery Education

The quality of teaching and learning is good. The experienced staff support children effectively, ask questions to make them think and so help them make good progress towards the early learning goals. Staff pre-plan activities across all areas of learning, often based on the current topic. They also provide time for 'free-flow' play, when children decide what they want to do, where they want to play and with whom. As they interact with the children, staff observe what they are interested in and where they need support. However, their observations do not clearly link to the assessment and planning of what children need to learn next. The pre-school enjoys a good relationship with the adjacent reception class of Northleaze Primary School. Regular contact between the two settings helps to prepare children for school in the future while increasing their present learning opportunities.

Children have a good command of spoken language and make their needs known. They talk about what they are doing, put thoughts into words, and some recount their home experiences in front of a large group. When playing with a parachute for the very first time, one child said it looked like a rainbow while others related it to their camping experiences. Children enjoy listening to stories and show good concentration as they sit quietly and pay attention. Most can read their own name. Clear labels and displays provide a print rich environment and there is good access to pencils, chalks and paper to practise writing skills. Children learn about number and quantity through the daily routine. They count each other and use mathematical language such as more or less. They experience volume and capacity through sand and water play and sort objects into categories as they help tidy up.

Children learn about the wider world and local environment through topics and outings. For example, they visit the village church; watch the swallows as they fly in and out of the barn; find out about other countries and traditions; and hunt for 'Incy Wincey Spider's drainpipe'. Children have good access to technology and demonstrate their mouse skills when operating simple computer games. They persevere at a task and solve problems through trial and error. For instance, a group of children spent a long time putting together a marble run. They kept trying different configurations until they could get the marble to run continuously from top

to bottom. Children experiment with a variety of materials to make pictures and models, often giving meaning to their work. However, some adult directed craft activities do not have clear learning intentions or outcomes. Children act out real and imagined situations as they dress up and engage in role-play or create small worlds with animals, cars and trains. They sing songs and join in with the actions. They also use props to act out a familiar story or take part in a group activity. Children clearly enjoy their time in pre-school and respond well to the staff's obvious enthusiasm.

Helping children make a positive contribution

The provision is good.

The pre-school has an open admissions policy and all children are fully included in the setting. They explore different cultures and traditions throughout the year and so gain a positive view of society and the wider world. All children have equal access to the resources and activities and staff respect their choice of playthings. Staff have a positive attitude and are experienced in caring for children with learning difficulties and/or disabilities. They work closely with parents and if necessary, other agencies, to make sure children have every opportunity to develop and make good progress.

Children behave very well. Staff set clear boundaries from the outset, which helps children to feel secure and quickly learn what is expected of them. Children play independently as well as in small and large groups. They learn to take turns and staff sensitively step in if they need help with sharing toys or are ready for the introduction of new materials. Children develop a sense of responsibility as they take on the role of 'helper' for a day. They gain confidence in speaking in front of a group and show consideration for others as they walk quietly past other classrooms to go the hall or large playground. Overall, children's spiritual, moral, social and cultural development is fostered.

The setting's partnership with parents is good. Staff make sure they obtain sufficient and relevant information so that children are cared for according to parent's wishes. They give parents clear information about the pre-school, its' policies and procedures. Activity plans are available on the notice board and colourful displays showcase the children's work. Staff encourage parents to discuss their child's progress at any time and attend specific events to learn more about the Foundation Stage curriculum. Children benefit as parents take an active interest in their education. They witness positive and friendly relationships between staff and parents, which adds to their overall feelings of security.

Organisation

The organisation is good.

The long established and experienced staff team work extremely well together. They follow effective procedures to keep children safe and maintain a healthy environment. All regulatory documentation is in place and up to date, although not all systems maintain confidentiality. Staff are thoroughly vetted before appointment and ratios of adults to children, exceed minimum standards. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The manager takes responsibility for planning the curriculum but supports staff to contribute their own ideas. She is currently implementing a key worker system and is reviewing the organisation of group activities. All staff take an active role in the running of the group. They show commitment to providing a quality pre-school experience for all children but do not always take advantage of training opportunities.

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 complaint 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):

- further improve the system of recording accidents to make sure confidentiality is upheld
- make sure that children cannot leave the premises unsupervised

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):

- further develop the observation, assessment and planning cycle to help key workers respond to children's interests and what they need to learn next.
- develop the outside classroom to provide a means for children to actively learn about planting and growing

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk