



Wilsden Pre-School

Inspection report for early years provision

Unique Reference Number	302008
Inspection date	21 September 2006
Inspector	Rachel Ayo
Setting Address	Village Hall, Townfield, Wilsden, Bradford, West Yorkshire, BD15 0HT
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Registered person	Wilsden Pre School
Type of inspection	Integrated
Type of care	Full day 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

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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 outstanding.

WHAT SORT OF SETTING IS IT?

Wilsden Pre-school was registered in 1976 and is managed by a committee. The pre-school operates from one large room within Wilsden Village Hall in Wilsden, Bradford. A maximum of 26 children under five years may attend the setting at any one time. The setting is open each weekday, term time only, from 09.00 to 11.30 and 12.45 to 15.15. Children attend a variety of sessions including full days. A lunch club is additionally provided on a Monday, Tuesday and Thursday. Children have access to an outdoor play area.

There are currently 54 children aged from two to under five years on roll, of which 38 children receive funding for nursery education. Children come from the local area and nearby villages. The setting currently supports a number of children with learning difficulties or disabilities.

The pre-school employs five staff members who directly work with the children in the pre-school and three lunchtime supervisors. There are three staff members who hold an appropriate early years qualification. Volunteers also work at the pre-school.

Teacher support is accessed through the Early Years Development Partnership and links with the local school. Further support is gained from the Pre-school Learning Alliance. The group have essential partnerships with outside agencies to assist with children with learning difficulties or disabilities. The setting is quality assured through the Pre-school Learning Alliance and has gained the Investors in Children accolade.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from infection because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff use disposable gloves when changing children and hygienic procedures are in place for cleaning any toileting accidents that occur in the room. Children are involved in appropriate routines to learn to understand good health and hygiene practices, for example, as they wash their hands with the liquid soap before they have snack and after toileting. Staff ask children why they need to this and children respond by saying "to get rid of germs". Most accident and medicine procedures are implemented to a good standard to promote children's safety and welfare. For example, all staff hold a first aid certificate, which enables them to respond effectively to any incidents or emergency situations.

Children are helped to be well nourished. Staff plan healthy snacks to promote children's good health. Fresh fruit and vegetables are delivered weekly by the village greengrocer and children enthusiastically choose from wheat cereal, malt loaf or fruit for their snack. Healthy drinks are readily accessible to children throughout the session, which promotes their all around development, concentration and a healthy lifestyle. Good arrangements are in place for children who bring packed lunches. Staff store these appropriately and send out letters to parents regarding the contents of lunch boxes to encourage them to think about promoting healthy eating.

Children learn about healthy eating and living through a good range of discussion and planned activities. For example, children talk about foods that are good for them, such as brown bread and cauliflower, as they look at the bear's shopping list. This is part of the current theme 'We're going on a bear hunt'. Children enthusiastically tell staff that they cannot eat mouldy bread as this would make them poorly. They say that bears like to eat honey and staff explain that teeth need to be brushed after eating sweet things, which reinforces children's awareness of healthy practices. Photographs show children making their own soup for snack as they chop vegetables, such as carrots, onions and beans. All of which have been grown in the pre-school's previous garden patch.

Children take part in regular physical activity. Outdoor play is on offer throughout each session, weather permitting. Staff provide a range of resources and activities to help children develop

confidence in their physical skills. For example, older children ride around confidently on wheeled toys and younger children attempt to jump over the obstacle course equipment. Indoor opportunities are also provided for children's all round good health, such as running under the parachute, twirling around with ribbons or moving to music. Children learn about the effects of exercise on their body, for example as they carry out a variety of body movements when acting out the story about going on a bear hunt. For example, one staff member explains how blood pumps through the body to make the heart beat and what happens when it beats faster.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a very welcoming environment. For example, children and parents are greeted by staff in a warm, friendly and enthusiastic manner and children's artwork is displayed attractively, helping them develop a sense of belonging. Although staff have to set up the pre-school room daily due to the building being multi-purpose, this is done very effectively. Resources and activities are extremely stimulating and inviting, are extensive in range and are highly accessible to promote children's independence and confidence. Children use a wide range of suitable and safe equipment, furniture and resources that are well maintained, promote all round development and meet their individual needs.

Children are cared for in a safe and secure environment. Areas used by children are well risk assessed and hazards are minimized to promote children's welfare. Effective systems are in place to ensure that access to the premises is monitored and to ensure that children are unable to leave unsupervised. Detailed procedures, such as in the event of a lost and uncollected child, fully support safety arrangements. Staff demonstrate very good supervision levels and help children to avoid accidental injury. For example, they alert children to wet patches on the floor where toileting accidents have been mopped, which ensures that they take care not to slip. Staff additionally highlight the area with a large cone. Children learn to keep themselves safe through well planned activities, gentle reminders and explanations from staff. For example, they explain that children need to keep their legs crossed while sitting on the carpet to prevent their peers, engaging in a physical activity, from tripping over.

Children are safeguarded because staff understand their role in child protection. The designated person demonstrates a thorough understanding of this; she has attended training in child protection, cascading information to the staff team. This ensures that all staff are able to identify possible signs of abuse and neglect. Clear written procedures are included in a detailed policy to ensure that any concerns of this nature are dealt with appropriately and efficiently. Most aspects of the vetting procedure ensure that children are appropriately protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are eager to attend the setting as they peep through the entrance door then begin to knock excitedly, waiting to be let in. Excellent settling-in programmes ensure that children are secure, and confident in their environment and relationships with staff. Children enthusiastically make choices about their activities and care, for example, as they choose what

they would like to eat and drink from the snack table, or engage in filling and pouring with different utensils in the water tray. They flourish in a highly stimulating learning environment where they confidently explore and investigate a comprehensive range of effectively organised activities and resources that successfully promote all areas of development. For example, children develop social skills as they sit and take turns to talk about their news at registration and develop physical skills as they attempt to roll the dough into a ball in the palm of their hand. Staff demonstrate a comprehensive understanding of the 'Birth to three matters' framework and highly support younger children's development and learning through detailed planning and focussed activities. These are clearly linked to the framework, enhancing and promoting all aspects of young children's learning.

Children gain high levels of self-esteem and confidence because staff adopt a consistently positive approach; they offer frequent praise and encouragement and acknowledge children's achievements. For example, one staff member claps and tells children they are superstars as they join in with the "We're going on a bear hunt" story. Children relate exceptionally well to others, for example, as they play harmoniously with their peers and staff. They share the tools as they build with construction toys and offer the childcare inspector a piece of dough to make a snail. Children readily approach staff for support, such as if they need help with a puzzle or to put on a painting apron.

Nursery Education.

The quality of teaching and learning is outstanding, which means that children are making excellent progress towards the early learning goals. Staff demonstrate an excellent knowledge and understanding of the Foundation Stage because of extensive training and support. Planning is comprehensive and encompasses all areas of learning, ensuring that children are provided with a highly stimulating and well balanced curriculum. Highly effective systems are in place for identifying children's starting points, including accurately using information obtained from parents. Information is used successfully to inform future planning, including focussed activities that involve both group and individual work. This ensures that all children are offered challenges appropriate to their level and ability, and are able to make optimum progress, including children with learning difficulties and disabilities. Staff carry out observations of the children and evaluate the provision weekly to effectively meet the needs of all children.

Children display high levels of involvement in activities because staff create a highly accessible and exciting environment. Children persist with activities for extended periods of time and independently move around the setting as they pour drinks carefully and accurately, confidently tell staff that they need to use the toilet and choose their preferred activity. A group of children eagerly run to a table that has been prepared for making dough. They excitedly take off the lid to the flour and pat their hands in this, giggling as a cloud of flour dust appears. Children show excellent listening skills during registration time and story time. This is as a result of effective staff questioning and animated story telling. For example, children are enthralled as one staff member pulls her trouser legs up and pretends to slosh in the mud as she tells the story "We're going on a bear hunt". Children are also actively involved in enacting out this story as they pretend to splash through the water and use highly innovative and imaginative props, such as the bear cave and trees. Children play extremely co-operatively. They patiently wait to take their turn on the computer and are effectively supported in this by the provision of a sand

timer. They develop an awareness of the cultures and beliefs of others through a range of purposeful activities and resources. For example, they dress up in traditional Asian costumes brought in by a parent and complete puzzles that reflect a range of families from different ethnic backgrounds.

Children confidently use language in a variety of ways. They clearly express their feelings, ideas and wishes, for example, as they tell staff that they want a turn on the computer or tell the childcare inspector that snails are slimy and live in their shell. Children freely talk about their home and family, for example as they tell staff about their new house being built. Staff provide ample opportunities for children to link sounds and letters and ensure that children are able to revisit activities to consolidate their learning. For example, each morning at registration children take turns to take out different objects from a box all relating to the chosen letter of the week. Children competently identify that the snake, salt and screwdriver all begin with the letter "S". Children also draw the shape of the letter in the air with their finger. Children confidently use writing as a means of recording and communicating as they make a shopping list, attempt to write their name on their painting or as they make marks with felt pens and explain that they are drawing a picture of their mummy. Children begin to recognize some familiar marks or words as they find and post their name in the post box at snack time or identify question marks and exclamation marks at story time. Staff skilfully and clearly remind children about the meaning of these marks and in what context they are used, such as to show excitement or surprise.

Children have ample opportunities to use number in everyday activities and regularly count beyond 10, for example, as they count how many children are present at registration. Some children also confidently count to 10 in French, a skill they have learnt as part of a topic about a little red train, which travels to different countries. Children competently sort and match everyday objects, such as when they tidy away resources or their plates and cups at snack time. They learn to solve number problems in everyday activities and use positional language, such as under and over while participating in the story about going on a bear hunt. Children also use their initiative to find their own solutions to problems. For example, they make an envelope using paper to put their leaves in to take home, however, the leaves repeatedly fall out. This is resolved by sealing the envelope with sticky tape. Children excitedly explore a range of media. They show an awareness of change as they identify that the dough becomes sticky when water is added or that it changes colour when green powder paint is sprinkled into the mixture. Staff skilfully use spontaneous events to extend children's learning about patterns and change, for example as children make footprints in the snow. Children notice changes in the weather as they tell staff that it is going to rain because there are big black clouds. Children show a high level of interest in the computer. They show extreme proficiency in operating simple programmes, such as "Young McDonalds's Farm" and skilfully manoeuvre the mouse; explaining that they have to get the objects into the basket.

Children experiment with different ways of moving as they confidently ride around on wheeled toys, negotiate space to steer around their peers or objects, or as they enthusiastically participate in the story. Children engage in a wide range of activities and discussion to develop health and bodily awareness. For example, one focussed activity sheet entitled "put together skeletons" aims to encourage children to talk about what they need to keep bones healthy. Children use a range of large and small equipment competently. They develop excellent hand-eye

co-ordination as they pat and roll the dough, use cutters to create bun shapes, use scissors to cut the sticky tape, and correctly hold mark-making materials to create a range of patterns and shapes. Children begin to build a good repertoire of songs and are clearly familiar with the songs that they have learnt as they enthusiastically sing during their Christmas Nativity. Children ask staff to play the song "snakes in the grass" and happily sing along to this using hand gestures and body movements to imitate a slithery snake. Children show excellent imagination in a variety of situations. They pretend to cook dough buns in the cooker, offer the childcare inspector a plate of red 'spaghetti' made from dough and explore the bear's cave in the role play area.

Helping children make a positive contribution

The provision is outstanding.

All children are highly valued and included in the setting. A superb partnership between staff, parents and external agencies ensures all work together in a number of ways to meet each child's individual needs, including children with learning difficulties and disabilities. Parents are fully consulted about the setting through exceptionally effective pre-placement procedures, such as the new starter evening, where a power point presentation is given and includes extensive information about all aspects of the pre-school. Comprehensive information is also obtained from parents before placement to ensure that they are fully consulted about the care of their child, such as any individual requirements, and confident that their wishes will be adhered to. Exemplary arrangements are made to inform parents of children's ongoing progress and achievements. For example, regular meetings are held with key workers, parents watch their children engage in an exciting production of the 'Christmas Nativity' and comprehensive assessment files are available for parents to freely access.

Children flourish in the setting and feel a sense of belonging because of highly successful relationships with staff and a happy, friendly and relaxed learning environment. Children benefit from a vast range of activities and resources that help them value diversity. For example, children learn about different countries around the world through their theme of 'The Little Red Train'. They make flags, taste a variety of foods, such as pizza and French bread, and learn to say some words and numbers in different languages.

All children's behaviour is exceptional. They learn to respond to appropriate expectations for their behaviour and develop high levels of self-esteem, because staff use inspiring methods to value and encourage good behaviour and are highly skilled in negotiating behaviour with children. For example, staff use certificates and smiley stickers to recognise achievements and suggest ideas about safe play to a group of children getting a little boisterous with the role play trees. This enables children to continue to explore their own ideas, whilst creating a safe environment with clear boundaries. Staff use creative methods to help develop children's listening skills. They hold their hands up in the air to indicate to children to stop, look and listen. Children respond positively and promptly to this instruction. Children are fully aware of their own needs and respect the needs of others because staff act as excellent role models. They encourage children to listen to others and wait their turn, such as to play on the computer, and speak respectfully to children and each other, using good manners. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents in regard to the provision of nursery education is outstanding. Parents are provided with high quality information through a range of media, such as the nursery prospectus, to enable them to gain a full understanding of the Foundation Stage curriculum and how their children learn. Planning is displayed on the parents' notice board to keep them well informed about what their children are learning, such as the current theme or letter of the week. Regular newsletters keep parents fully up to date on any changes or new practice, for example, the implementation of the 'Jolly Phonics' learning system. Parents are actively encouraged to be involved in their children's learning and staff acknowledge fully that parents play a vital role within the setting. Parents are encouraged to share what they know about their child through the 'I can do' booklet and are invited to record information on a comments sheet if they wish staff to focus on a particular area of learning for their child. This information is highly valued and incorporated effectively in planning and contributing to children's next steps for learning. Parents are encouraged to bring in objects from home to contribute to the letter of the week and their children take turns to take the pre-school bears home. Parents are invited to contribute to the bear diary, which shows a variety of photographs and stories about the bear's adventures, for example, to the park. The setting promotes an open door policy and parents are invited to help during play sessions on a rota basis.

Organisation

The organisation is satisfactory.

Children benefit from staff who have a very clear sense of purpose and commitment to continually improving the practice within the pre-school. Staff are enthusiastic about developing their knowledge and understanding of effective practice and child development. They are actively supported and encouraged by management to attend a variety of training, which ensures that they keep up to date with current practice and move forward with any future childcare initiatives. The setting effectively identifies its strengths and any areas for improvement, and parents are fully involved in the evaluation process. Parents complete entry questionnaires after their children have been attending the setting for a short while and exit questionnaires are provided when children leave the setting. Any weaknesses are detailed in an action plan and implemented effectively to enhance the care and education for children. Parents are also invited to add to the compliments and comments book to share information.

Time, space and staff deployment is highly successful in contributing to children's good health, safety, enjoyment and achievement, and ability to take an active part in the setting. Adult to child ratios are well maintained, which means that children are cared for by more than the required number of staff at all times. Staff are effectively organised so that children are kept safe and fully supported in their play and learning, and work extremely well as a team. This contributes to a high level of consistency and excellent organisation of the day to day running of the pre-school.

Robust systems are in place for the vetting and recruitment of staff working directly with the children. This ensures that children are protected and cared for by staff with knowledge and understanding of child development. A clear policy also relates to the supervision of staff who are not yet cleared, ensuring children are continually well protected. However, Ofsted have not been informed of significant changes in relation to committee members. This is a breach in

regulations and means that Ofsted have been unable to carry out checks to confirm that all persons associated with the provision of childcare are suitable to do so. However, committee members do not work directly with the children and therefore do not have contact with them.

Overall, policies and procedures are implemented well within the setting to promote very positive outcomes for children. Record keeping systems are generally used well to promote the efficient and safe management of the provision, promote children's well-being and meet their individual needs. For example, the daily attendance record is accurate and kept up to date and child record forms include information regarding any individual requirements. However, although parents have verbally been informed about minor accidents, a small number of accident records are not signed and the system for recording complaints does not currently reflect the new regulation.

The leadership and management of the nursery education is outstanding and contributes unquestionably to children's excellent progress towards the early learning goals. The pre-school manager is highly dedicated to the continual improvement of the education provision for children. She is a strong, motivational leader who is very experienced and knowledgeable, and successfully promotes an excellent working environment. She is fully involved in the day to day running of the setting and inspirationally leads by example as she works alongside the staff and directly with the children. Excellent links are maintained with a variety of outside agencies, which contributes to a high quality education programme and ensures a smooth, successful transition when children leave the setting to attend school. Highly effective arrangements are in place to monitor and evaluate the education provision. Reflective practice takes place weekly and clear action plans are drawn up to address any identified areas for improvement. Staff are highly involved in evaluating their own effectiveness through yearly appraisals. Effective use of development plans ensure that staff are fully supported in their role in providing high quality nursery education and care.

Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting received two recommendations relating to accident procedures. Children's care and welfare had been enhanced because parental consents have been obtained to seek any necessary emergency medical treatment or advice, and systems are in place to record existing injuries. However, a weakness was identified on inspection regarding accident records and is reflected in the report.

Complaints since the last inspection

Since 1 April 2004 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 outstanding.

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):

- improve the procedures for completing accident records and the complaints log
- ensure that Ofsted are notified of significant changes in relation to committee members to ensure that suitability checks are carried out.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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