



Westdale Pre-School

Inspection report for early years provision

Unique Reference Number	EY332804
Inspection date	27 September 2006
Inspector	Ros Church
Setting Address	Westdale Infant School, Westdale Lane, Mapperley, Nottingham, Nottinghamshire, NG3 6ET
Telephone number	07835 300849
E-mail	
Registered person	Westdale 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Westdale Pre-School is a community group in the Mapperley district of Nottingham. It operates from purpose built premises on the Westdale Infant School site. The group was established around 32 years ago and moved to the current premises in 2006. A maximum of 40 children may attend the pre-school at any one time. The pre-school opens each weekday during term time. Sessions are from 09:15 to 11:45 and 12:30 to 15:00. The group also offer a lunch club facility for children who stay all day.

There are currently 78 children from 2 years 9 months to 5 years on roll. Of these, 63 children receive funding for early education. Children attend for a variety of sessions and come from the local and wider communities. The pre-school supports children with special educational needs and children who speak English as an additional language.

There are eight staff who work with the children. Of these, four hold early years qualifications and three are working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and they receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff follow good health and hygiene practices. For example, there is a clear policy for caring for sick children which is shared with the parents. Children begin to learn about personal hygiene and understand about the importance of washing their hands before snacks and after using the toilet. They are helped to understand about germs and taking responsibility for their own health. Children are well protected as staff have attended training in first aid practice in order to deal with any minor injuries which children may incur.

Children are well nourished and have good opportunities to learn about healthy eating. For example, fresh fruit and vegetables are provided at snack time, with drinks of either milk or water. Children can help themselves to drinks as they require to ensure they do not become thirsty. They participate in a good range of activities which are linked to topics about being healthy. For example, children learn that some foods are healthy and others are not. They help prepare and enjoy eating fruit salads. Children's individual dietary needs are met as staff take account of their preferences and respect parental wishes.

Children benefit from being active as they participate in a variety of daily physical play activities. They have good opportunities to use the enclosed outdoor areas, where they have use of a broad range of play equipment which encourages physical skills. For example, children enjoy controlling and manoeuvring the bikes and scooters helping them to have an awareness of space. They enjoy using the climbing and balancing equipment, they learn to throw and catch balls and bean bags which helps them to develop their coordination and balance. Indoors, children participate in various music and movement exercises.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming, safe and secure environment where they are able to feel settled and comfortable. Children's activities are set out attractively within the large room to encourage their participation, an additional room is used for small groups and individual work with children. They have access to a good range of additional resources which are well organised within the main room, enabling children to make choices and learn to be independent. Children's work is displayed on the walls, this makes the environment attractive and helps children to feel valued.

Effective systems are in place to ensure children's safety within the pre-school. Staff maintain good levels of supervision, they conduct risk assessments and daily checks, ensuring that toys and equipment are safe and suitable for use. This ensures that children can move around the

setting safely and independently. Appropriate fire safety equipment is in place and practises are carried out on a regular basis to ensure staff and children are familiar with the evacuation plan. Children learn about safety through staff's clear explanations regarding safety during the sessions and activities such as how to use the climbing frame. Children are well protected as staff have a good understanding of the child protection procedures and know what to do in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, confident and enjoy their time at the pre-school. They settle quickly into the setting as staff are supportive and give individual attention as required. Children form close relationships with both staff and their peers. They are interested in the broad range of activities and are keen to access equipment. Staff have an awareness of the 'Birth to three matters' framework and adapt activities for children under the age of three. However, assessments are not currently in place for the younger children. This means that while young children experience a variety and balance of activities these are not always planned according to their individual needs and their next steps in learning. Children's confidence and self-esteem is fostered as staff praise children for their achievements.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals as staff use a variety of teaching methods, such as encouraging children to think and ask questions. Staff are generally familiar with aspects of learning identified in the Curriculum guidance for the foundation stage. Planning covers the six areas of learning to ensure children receive a range of activities. However, activity plans do not include clear learning intentions, this means that not all staff are aware of what children can learn from the activities. Assessments of children's learning are in place, however, these are not used to inform the planning, to ensure that activities and experiences are well matched to children's learning and help them to progress to the next stage in their development.

Children are confident and show positive attitudes towards learning. They make good relationships with one another and are able to work in both small and larger groups. Children's language is developing well, they talk confidently to staff about their experiences, such as recent holidays and favourite toys. They learn to recognise their own names at the snack and writing tables. Children enjoy listening to stories during group times, and sharing their favourite books with others within the book corner. They learn how to use books and take care of them. Children have access to a generally good range of mark making resources, for example, children use paint brushes, pencils, chalks and crayons. They learn to write their own names at the writing table, some are able to form letters of their name. They attempt to write their shopping list during a planned activity. Children enjoy using the pens to draw and write on the Smart board, afterwards they look at the computer screen and link the two together, giving them some opportunities to use communication technology equipment.

Children make steady progress in their mathematical development. Some older children recognise numbers and can count confidently. However, some mathematical activities are not well matched

to children's learning. Children learn how to plant and care for flowers, such as sunflower seeds and pansies. Children take part in a variety of craft activities, they create pictures and models using their own ideas and selecting from a generally good range of materials. However, planned activities do not always extend learning for more able children. Children develop their imagination well through a variety of role play situations, such as the hairdressers, café, shops and home corner where they enjoy dressing up and acting out their experiences. Children enjoy joining in with familiar songs, and listen and move to music.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting, they are valued and respected as individuals. Children have positive and enjoyable experiences and feel included within the pre-school. For example, staff use signs and symbols in everyday situations to aid communication. Staff encourage children to respect and value one another. Children's needs are met as staff work closely with parents to ensure they have all relevant information about their child's changing care needs, for example, diet and toileting. Children are encouraged to have positive attitudes towards people within the wider community and each other, by the provision of a good range of resources and the celebration of festivals such as Christmas, Easter, Diwali and Chinese New Year. Children with special educational needs are supported very well by staff who liaise closely with the parents and gain additional support from other agencies.

Children's spiritual, moral, social and cultural development is fostered. Children behave well within the pre-school and learn to work harmoniously together, they are encouraged to share and take turns with the equipment. Staff are good role models, they manage children's behaviour positively by diverting their attention, listening to them and praising their achievements. The clear boundaries and expectations of the staff enable the children to take responsibility for their own behaviour. Children are aware of the rules and routines of the pre-school as they tidy away their toys and sit on the carpet at group times.

The partnership with parents and carers of children who receive nursery education is satisfactory. Policies and procedures are available to parents within a folder at the entrance, and notice boards are easily accessible within the setting. However, there is limited information on the Foundation Stage, this means that parents are not fully aware of the curriculum their child follows. Parents have some opportunities to become aware of their child's progress through daily discussion with staff and opportunities to view assessment records when they require. Information in newsletters and display boards keep parents informed of the current topics and weekly planning. However, this information does not fully include ways that parents can support and extend their children's learning at home.

Organisation

The organisation is satisfactory.

Children are content in the relaxed and caring environment, and develop settled relationships and interest in the activities. The room is organised well to ensure that children are able to access all resources. Recruitment and selection procedures are in place for staff and volunteers,

however, they are not robust enough to ensure all checks are carried out to ensure staff's suitability and children's safety. An induction system is in place for all new staff to ensure that they are aware of the settings policies and procedures. Records for the safe and efficient management of the setting are in place and stored confidentially.

The leadership and management of the nursery education is satisfactory. Staff work well together within the pre-school environment, although, activity planning is not carried out by the whole team. Some monitoring and evaluating systems are in place, however, activities and children's learning are not comprehensively evaluated. The manager and staff are committed to continue improving the care and education for children, they undertake various relevant courses and training. Overall the provision meets the needs of the range of children for whom it provides.

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 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.

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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):

- ensure there is a robust system in place for recruitment and selection of staff, with reference to checking the suitability of staffing.

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 planning to ensure that all staff are aware of the learning intentions, that planning, observations and assessments all clearly link together so that activities and experiences are well matched to their learning and help children to progress to the next stage in their development (also applies to care for children under three)
- improve the partnership with parents and carers by providing them with information on the Curriculum guidance for the foundation stage, and ideas on how to support children's planned learning at home
- improve the systems for monitoring and evaluating the nursery provision.

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