



Whiteley Pre-School

Inspection report for early years provision

Unique Reference Number	EY224509
Inspection date	20 October 2006
Inspector	Judith Reed
Setting Address	Gull Coppice, Whiteley, Fareham, Hampshire, PO15 7LA
Telephone number	07765 306115
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Registered person	Whiteley 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?

Whiteley Pre-School opened in 2002. It operates from two rooms in a community centre in Whiteley, Fareham. The pre-school serves the local area. It is registered to provide care for 42 children aged between two and five years.

There are currently 117 children on roll aged between two and five years and this includes 64 children in receipt of funding for nursery education. Children attend for a variety of sessions. The pre school is able to support children with disabilities and/or learning difficulties as well as those who have English as an additional language.

The pre-school opens for ten sessions a week during term time only. Sessions are from 09:00-11:45 and 12:15-15:00. There are 14 staff who work directly with the children. Ten of them hold early years qualifications and two are attending training programmes.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted. They are offered a healthy snack during each session. Snacks consist of fruit, vegetables, bread sticks and dips. Children take part in a café system when they require their snack. They sit with other children and a member of staff and enjoy their food in a relaxed fashion, helping themselves to their drinks and talking with each other. Staff are aware of children's individual dietary requirements and operate a no nuts policy. Children benefit from frequent opportunities to join in cooking activities. Recipes are healthy and children make bread rolls, as well as salad kebabs, to take home. Afternoon sessions begin with children sitting to have lunch from their lunch boxes. Children enter with parents who settle them at the large table and set out the food for the children. Staff oversee this activity and encourage children to eat their lunch until they have had sufficient.

Children are cared for in a clean environment. They ask to use the toilets which are outside the play rooms. Staff accompany children to the toilet. Children wash their hands after using the toilet or playing outside and use individual paper hand drying towels. Children use anti bacterial spray cleanser to clean their hands before snack or cooking activities. Accident and medication records are signed by parents as required. Staff are trained in first aid and a well stocked first aid kit is available.

Children enjoy many opportunities for outside play. They have plenty of fresh air, exercise and physical play in the garden area. Children flow freely between inside and outside play. Staff set up planned activities such as painting and sand play alongside usual outside activities of sit and ride toys, climbing apparatus and rolling hoops.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use two playrooms within a large community centre building. The larger room is divided into smaller areas with carpets and furniture. Children access the well fenced and shaded outside play area from this room. Younger children use the smaller Sweethills playroom across the corridor. These children cross the corridor, in their group, to access outside play through the larger room. All children use the toilets outside the playrooms. Later in the sessions children are invited to swap rooms and experience different play activities. Staff keep a close watch on the numbers and ages of children in each room ensuring their individual needs are met.

Children are safe as staff ensure toys are undamaged and suitable for them to use. Staff check toys are suitable for the ages of the children present. Children are not yet able to help themselves to equipment from storage units. Staff offer a wide selection of toys and activities around the larger room. They carefully plan activities, ensuring all areas of learning are included and areas of development are covered over the two rooms.

Risks to children are minimised effectively because the setting has a high level of security and staff ensure outer doors are locked. Daily risk assessments are completed and these include

checks all around the rooms and garden area. Children are protected by vigilant staff who are deployed around the facilities. Both the staff and committee have worked hard to ensure the temperature remains at a suitable level in the Sweethills room during hot weather. Protective film has been applied to windows and fans have been purchased. Children are brought into the garden if the temperature becomes uncomfortable.

Children are safeguarded by knowledgeable and well trained staff. All staff are aware of child protection procedures and report issues to the manager. Staff are aware of the professional responsibilities regarding child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well occupied and busy. They move around the large play room and garden freely, choosing their own activities. Younger children use the Sweethills room as their base room. Pre school plans include the Birth to three framework to include younger children. Children use play dough which is flavoured with chocolate powder. They confidently use cutters and rolling pins. They use stamps to imprint a picture onto the dough. Children are praised and encouraged throughout their activities, for example, when a puzzle is completed successfully or after using scissors for cutting. Children find their names from the table. A member of staff supports those who are learning to spot letters such as "H" for Henry. Children help to tidy away toys and sort out items to be washed. They enjoy stories in a group and enthusiastically join in singing "Ten green bottles," and "She'll be coming round the mountain when she comes". The whole group from the Sweethills room put on their coats and boots and all go through the large hall to the outside play area. During outside play staff invite children to join in "Ring a Roses" song and circle. They also join in "Farmer's in his den". Children ride in sit and ride cars and do painting with blue paint, brushes, rollers, and vegetable printing.

Nursery Education.

The quality of teaching and learning is good. Children receiving funding for nursery education are making good progress along the stepping stones of the Foundation Stage. A child profile is completed with parents when children start at pre school and key workers get to know children well. Staff knowledge of the children is used to lead planning which is discussed in staff meetings. The pre school supervisor and manager are in charge of planning and the manager ensures all areas of learning, as well as aspects of Birth to three matters framework, are included. All staff are key workers and they make notes of children's achievements in both home-link books and their key worker folders. Some staff are not secure in their knowledge of the stepping stones and how this links into the key worker records. Information from key worker records is assessed by the manager and she completes the records of achievement. Records show clear development and progress. Staff are engaged with the children at all times. They are enthusiastic and have fun together. Staff offer a wide range of experiences for children. They organise the session well and children behave appropriately as they are busy and well occupied.

Children are motivated and interested in activities. They are proud of their achievements and show staff how they can thread beads or sew on templates. They take turns to sing songs to the rest of the group and confidently join in with actions. Children answer their names at

registration and discuss their families with key workers. They select their own activities moving around the hall to make their choices. Children communicate well, talking about their families or the weather. They enjoy stories and books. They join in when staff skilfully use props and a story board to tell a tale. Children benefit from regular opportunities to make marks with pens, pencils and felt tip pens.

Children count and begin to recognise numbers. Staff encourage children to join in counting the number of children present at register time. Children sing songs with numbers such as "Clap hands together 1,2,3". They recognise shapes such as square, circle, diamond, and rectangle. Children develop a knowledge and understanding of the world. They very confidently use the computers and calculators. Staff use timers to allow all children a turn on the computer. Children discuss the internet and wireless connection when demonstrating their computer skills. Children talk about airports and set up a scenario with model planes, fire engines and cars. They play co-operatively. Children learn about other countries and cultures through festivals as well as links with other schools.

Children use their imagination when playing games with cars or during activities in the home corner. They explore play dough as well as bread dough and understand the difference. Children take part in painting and printing activities. They use vegetables to make patterns and shapes on their paper. They also paint freely with brushes or rollers. Children enjoy music and spontaneously begin to dance when music is switched on. Staff join in and they move rhythmically to the music together. Children play musical instruments, using cymbals and drums to beat a rhythm alongside the dancing. Children's physical development is promoted through free flow play inside and outdoors. Children use climbing apparatus confidently and roll hoops around the area. Children join in action songs and take part in parachute games. They develop skills requiring hand eye co-ordination such as cutting, icing biscuits, and completing jigsaw puzzles.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and staff have an understanding of equal opportunities. Spiritual, moral, social and cultural development is fostered. Children experience a range of activities which reflect diversity including playing with cooking implements, dolls and books as well as celebrating Diwali and Chinese New Year festivals. Parents bring their family celebrations in to the pre school, to share with the other children. They tell children stories from other cultures. The pre school has built links with a school in Botswana. The children enjoy stories about the children in other countries and staff have involved parents in fundraising activities to support children abroad.

Partnership with parents and carers is outstanding. A parental involvement policy is in place and it acknowledges parents as the first educators of their children, promotes the home-link book, encourages parents to be part of committee, or volunteer in pre school, informs parents of children's progress and offers training opportunities through the local authority. A regular curriculum evening is held for parents to give them information about areas of learning and the stepping stones. Parents know their children's key worker and meet regularly to discuss progress. The home-link books are used effectively to inform parents about their children's

development, as well as for parents to keep the key worker informed about home activities. This book builds into an ongoing record of children's development. Parents are very aware of their children's learning. They are informed about planning each term and are invited to share festivals or their skills. An informative notice board is in the waiting area and parents and carers can view policies, information and the complaints folder at any time.

Children with disabilities and/or learning difficulties are welcomed into the pre school. Staff are trained and knowledgeable in supporting all children. They work closely with the area Special Educational Needs Co-ordinator (SENCO) and have regular meetings with others working in the area. Staff make individual education plans to support children's additional needs. They work closely with parents and keep them informed at all times.

Children are praised and encouraged in their activities. They generally behave well and staff follow the policy which states that children will be positively rewarded with praise. Staff know children well and assess situations of conflict quickly, sorting out issues fairly. Children know the routine of the pre school and understand taking turns at the snack table or swapping to the other play room.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are protected as most staff are well trained and continue to update their knowledge. Robust recruitment procedures are in place. New staff are checked when they commence working in pre school and references are taken. Staff are clear about their roles and responsibilities and are deployed well around the setting. They work well as a team and support one another. The register does not currently state times of children's arrival and departure in the pre school. A staff register and a visitors book is in place.

Leadership and management is good. Records show that the pre school manager is very keen to improve practice. The pre school is taking part in a self evaluation pilot scheme arranged by the local authority. This reflective, self evaluation is discussed in staff meetings to ensure all staff are fully involved. Action plans are being developed linking with the outcomes for children. Staff work with advisors from the local authority. The parent committee is also very involved in the development of the pre school. They review policies regularly as well as being involved in recruitment, support for management and fundraising activities.

Documentation is stored in a confidential manner and staff are very aware of confidentiality issues. Policies and procedures are available to parents and staff at all times.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that the Sweethills Room is maintained at an adequate and comfortable temperature, keep a written record, signed by parents, of medicines given to children and to make sure that brambles are inaccessible to the children.

The pre school management have taken a number of steps to keep the Sweethills room at an adequate temperature. A written record of medication administered is kept and parents sign to acknowledge this administration. The brambles in the garden have been cut back to keep children safe. Children are made aware that some plants will hurt them and this is a wild life area

Complaints since the last inspection

Since the last inspection 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

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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 register shows times of children's arrival and departure
- provide opportunities for children to make choices of equipment from storage

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):

- continue to develop staff knowledge and understanding of stepping stones and how they link into plans and record keeping

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