



# The Wolds Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	314748
<b>Inspection date</b>	18 October 2006
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<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 good. 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?

The Wolds Pre-School operates from the Scout Hall close to the centre of the town of Pocklington. It was first established in 1979 and has been registered since 1981. The group provides sessional care for children of Pocklington and surrounding villages. Care is provided in one main area of the hall and the group has daily use of an enclosed outdoor area and the scout group's playing field for occasional play activities.

The setting is registered to provide care for 26 children, and currently operates each morning and afternoon, Monday to Friday, between 09.00 to 11.30 and 12.30 to 15.00 term time only. Places are available to children from two years to school age, although most are over three years of age. There are currently 45 children on roll of whom 27 are in receipt of nursery education funding. The setting is able to provide very good support for children with special needs and for those who use English as an additional language.

The group's leaders are qualified and well experienced and are occasionally assisted by parents and students who volunteer to help at some sessions. An additional member of staff is employed on a relief basis. The setting is a member of the Pre-School Learning Alliance and receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a well maintained clean environment, where effective hygiene practice has been developed to prevent the spread of infection. They clean their hands independently before food, before helping themselves to water and after the toilet, either washing them or using water free antibacterial cleaner. The children also help to clean the tables and prepare food if they wish to do so. Toilets are easily accessible with steps and hand rails to support the children's independence.

Children have a varied diet at snack time while attending the group and learn about the need to eat healthily. They choose from a range of different fruits, placing the pieces carefully on their paper mat. Some days they have toast for a change, choosing their own toppings and spreading the toast themselves. The children know which foods are good for them, including the fact that they should eat five portions of fruit or vegetables each day, and which foods they should eat occasionally. When celebrating festivals, the children have different foods to try. They drink milk or juice at snack time and then put their beakers in the bowl and their paper in the bin. During the session children help themselves to water as they need it, before pouring it they use water-free antibacterial wash.

Fresh air and exercise are an integral part of the sessions with outside play each day, unless the weather is very bad. The children are able to flow freely in and out, using a wide range of equipment and resources. During fine weather, tables and table top toys are taken outside, but a good range of outside toys is always available. The children know they can rest if they are tired, and staff provide a quiet corner if needed.

The clear sick child policy is made available to parents in the handbook they receive. Children who are ill are not accepted, and parents give contact details in case they are taken ill during sessions. Exclusion times for infectious diseases are also included in the brochure. Good recording systems ensure prior written permission is obtained for medication, although most children have their medicine at home, and written acknowledgement from parents is recorded when they collect their children.

Staff have current first aid certificates and a well stocked first aid box is readily available. Any accidents are recorded and signed by parents. Staff also note when children have arrived with injuries.

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

The provision is good.

Very good security methods are in place, with parents and children only admitted by staff. Children self-register, collecting their name labels and putting them in the box. The group register is completed by staff as children enter, any late arrivals or early leavers are recorded separately to ensure correct numbers are available in the event of a fire. Well organised systems are in place to ensure children only leave the group with authorised persons and a staff member watches them all as they leave the session.

The premises, which are well maintained, are checked daily to ensure they are safe and the outside area is also inspected before the children go out to play. Risk assessments are completed to cover all safety aspects of the care. Toys and resources are monitored as they are used, with any damaged items removed for disposal or repair. Both staff and children are very safety conscious, children tell staff if things are broken. They clear toys from the floor without prompting, to prevent people falling and use the brush and dustpan to clear away any spills of sand or peat when playing.

Staff have a good knowledge of child protection procedures. Although they have never made referrals or monitored children for social workers, they have undertaken training to ensure their knowledge is up to date. The group policy is being updated to include the new Local Safeguarding Children Board details.

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

The provision is outstanding.

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the 'Birth to three matters' framework and the Foundation Stage guidance. They ensure the children who are two-years-old have access to the same wide range of activities as those enjoyed by the older children, adapted to meet their needs but with sufficient challenge. The staff plan activities very effectively to ensure all the areas of learning are covered and children make very good progress through the stepping stones. All children are included in the activities, not just those who are funded and places are kept free to take account of the future funding they will receive. Activities are monitored and evaluated to ensure they are appropriate to the children's needs. Achievements are recorded, and when consistently achieved, information is transferred to the development record which is regularly made available to parents.

### **Nursery Education**

Children enter the friendly, well equipped setting happily, keen to see what is on offer for the day. They enthusiastically try new things, choosing from the wide range of activities available, but also concentrate well to complete chosen tasks. The children are settled, confident and comfortable with the staff who know them well, many being siblings of older children who attended the group. They are free to choose what they wish to do, and move confidently around the room or to play outside. Some activities are adult led within the current theme, for example, the children made hats and collages to support the colour orange.

Children are developing a very good interest and knowledge of the world around them. They thoroughly enjoy investigating mini beasts, real and plastic, with the magnifying glasses, and use the reference book to obtain information, either alone or with staff help. They are keen to tell visitors about their work and proudly show pictures they have completed. During the topic about the town, children produced some excellent paintings of the local landmarks, such as the swimming pool, church and supermarket. A photographic record of the year is kept in a scrapbook to which the children can have access and they animatedly chat about what they have seen, where they have been and the friends who were with them. Photographs are also displayed on the walls.

During the inspection, the children were experimenting with magnets, and were fascinated at the magic of attraction and repulsion, particularly when the magnetic ring was suspended around a stick. A reference book is located with many activities, such as the fire brigade role play where a fire manual with pictures was used to decide how the hose should be deployed.

The children are developing a very good understanding of number, most count confidently up to 10, recognise simple shapes and can sort into groups by size or colour. They use mathematical language in their play, such as when talking about the underwater scene, comparing the size of fish and the location of particular species.

Children thoroughly enjoy books and stories. They sit quietly to listen, whether to a story read by staff, enacted by puppets or made up, and anticipate what may happen. Small books are kept in the book rack for individual use and larger books are often used for group story time. Each child has a short time each day with a member of staff to look at their own book, be it a picture book or one with simple words they are learning. This book is then taken home for parents to see and read with them. Staff use phonics very successfully to help children learn letters to develop their literacy. Children also use the cassette recorder independently to listen to stories if they wish to do so. Their vocabulary is developing very well and they discuss things confidently with staff, who encourage them to think through open ended questions.

Music and singing are much enjoyed by the children, who liked the drumming session with boys from the local school. They also sing when playing with their friends or when learning about sharing and clearing up.

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

The provision is good.

Partnership with parents and carers is outstanding. When parents express an interest in the group they receive a brochure with current information about the group and the staff, and a map to show the location of the premises. There is also Foundation Stage information with detail of the areas of learning, and activities to be enjoyed. A profile of the child's current progress is available for parents to complete at home to ensure staff have information about the child's development stage and competencies. An attached photograph ensures staff get names right and shows how the child changes over their time in the group. Some policies and procedures are also included, such as equal opportunities, illness, discipline, collection of children and complaints. The full policy document is readily available for parents to access if they wish to do so.

Each child has a pre-school work bag when they start to attend, which contains their reading or picture book, work sheets, library books chosen by the children and the small notebook used to exchange information with parents. The book is used to pass on messages or to inform parents of any special achievements or monitor any concerns, although these are usually spoken about. Parents enjoy reading about the child's day, particularly when their children are still settling in the group. New parents are able to ring the group at any time to check their children are settling, which they say helps them to feel less worried. Parents are also encouraged to join in sessions with their children if they wish to or to participate in a range of activities at home including stories and reading. All the children bring things for the interest table. Parents and children enjoy being able to provide items for the colour orange table this week.

Regular questionnaires are sent out to gauge satisfaction with the group. Parents recently decided they did not wish the children to have biscuits for their snack, but would like fruit for the most part with occasional toast and spread for a treat. The parents spoken to expressed great satisfaction with the setting. Staff are approachable and if parents have concerns they are willing to speak to them. They feel welcome and know their children are well cared for and happy in the setting.

The children behave very well. They have devised simple house rules themselves, which are discussed for a short while each session to ensure everyone understands the reason for good behaviour. The children share, take turns and cooperate, with older children supporting younger ones for example, advising them to put on aprons if they forget. Through the song they sing the children know they must put litter in the bin, share their biscuits and clear up when they spill things. The written behaviour policy is however very general, and does not include the good practice specific to the group. Children's spiritual, moral, social and cultural development is fostered as they learn right from wrong when playing with each other and to take account of each others' individual needs.

Children with learning difficulties and disabilities are welcome in the setting and although no children attend at present, staff have experience of caring for children with different needs. They work with the parents and outside agencies, such as speech therapists to ensure children's needs are met. Staff have a clear commitment to ensure all children are included and through individual education plans help the children to progress well.

The setting is available to all the families in the area, and does not discriminate. The children know they are individuals and are treated according to their need, with their interests and abilities respected. The children are developing a good knowledge of customs and cultures around the world through celebrations of such festivals as Divali, Hannukah and Chinese New Year. They enjoy craft activities, costume, music and food to reinforce their understanding in a positive environment.

## **Organisation**

The organisation is good.

Leadership and management are good. The staff work extremely well together, having years of experience in the setting. They ensure the children are well supervised, have an interesting range of activities and make good progress. The self-evaluation form is used as a means of

monitoring practice and as a continuous process to guide improvements. Very good recording systems are in place and information is readily available to ensure the safe and efficient management of the setting. Confidentiality is respected and records are stored securely but available for parents.

The staff have an ongoing training programme, with a good range of topics covered to enhance their practice and personal development. Courses are recorded and information is shared if all staff do not attend. Policies and procedures are reviewed annually, although those adopted are general and not specific to the group

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

### **Improvements since the last inspection**

A complaint was received about the cleanliness of the potties in the toilets after the session, and the use of the toilet area by unsupervised children when parents were present. These concerns have been addressed by the group and no potties are now used, but the toilets are made accessible to younger children with steps and hand rails. Parents are now not permitted access to the toilets without staff permission. At the last inspection, staff were asked to notify parents of the complaints procedure and to record any complaints which were received. This has now been done and a full record of the complaint is available.

At the last inspection the group was asked to obtain resources to raise children's awareness of disability. Children use dolls and equipment, such as the wheelchair and discuss how different people are. They know everyone has different needs and must be treated with equal concern.

Staff were also asked to ensure the times of arrival and leaving were recorded for safety reasons. A system has been devised where children arriving late and leaving early are recorded separately but the information is stored with the register used for the start and end of the sessions, and can be easily accessed for fire drills.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint which related to Standard 7 and Standard 2. Actions have been taken by the group 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 good. 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):

- ensure the policies and procedures are specific to the practices employed in the group.

### **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 *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](http://www.ofsted.gov.uk)