



Whitemoor Pre-School

Inspection report for early years provision

Unique Reference Number	102968
Inspection date	07 November 2006
Inspector	Sarah Jane Wignall
Setting Address	Whitemoor, St. Austell, Cornwall, PL26 7XQ
Telephone number	01726 822274
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Registered person	Whitemoor 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?

Whitemoor Pre-School is a committee run group. It opened in 1991 and operates from one room in an Elliot building in the grounds of Whitemoor Primary School. It is situated in the village of Whitemoor. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00 until 11.30, and from 13.15 to 15.15 on a Tuesday and Thursday afternoon for 2 years olds, during term times only. All children share access to a secure enclosed play area.

There are currently 17 children from two to four years on roll. Of these, 10 children receive funding for early education. Children come from the local area. The setting currently supports children with learning difficulties.

The pre-school employs three members of staff. All staff hold appropriate early years qualifications and one staff member is currently undertaking additional training. The setting receives support from an advisory teacher from Family Services. They are members of the Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about health and hygiene as they follow simple daily routines, such as washing hands after using the toilet and before snack time. They learn the importance of hand washing as staff remind them that it prevents germs from getting in their tummies. Children have access to low level sinks, hand wash and individual paper towels, which limit the risks of cross infection. Staff ensure the setting is clean and well maintained. Tables are appropriately cleaned before a change of activity. Suitable accident and medication record forms are in use and all staff have recently updated their first aid qualifications.

Children benefit as they are provided with a healthy range of mid-day snacks. Snack time is well organised with children receiving a variety of foods which include fresh fruit, yogurts, toast and other savoury snacks. Conversations at snack time help to remind children that fruit and vegetables are good for them. Children are provided with water or milk to drink and are encouraged to pour this for themselves. Individual named water bottles are available to children throughout the session. Information about special diets and allergies is appropriately recorded.

Children benefit from daily access to a good sized outdoor play area. Sessions outside focus on use of large equipment, such as bikes and fixed climbing equipment. Children show good control as they confidently pedal bikes around an obstacle course. They develop large muscle control as they climb and run. Children show good spatial awareness as they negotiate obstacles within the play room and sit sensibly at circle time. Children develop small muscle control as they confidently use a range of one handed tools, such as spoons, scissors, glue sticks and pencils.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a bright, colourful environment. The pre-school have sole use of their room and staff have made it a warm, welcoming environment. Staff undertake regular risk assessments and daily checks to ensure all areas are safe and suitable for children's use. Suitable equipment, such as fire guards, safety gates and socket covers, is used to minimise risks to children. The enclosed outdoor play area is secured with gates and locks. Appropriate fire fighting equipment is in place and the pre-school participate in whole school fire drills. As a result some part time children may miss the opportunity to practise a fire drill. Staff deployment is effective in ensuring that children are well supervised as they play.

Children have easy access to a good range of equipment. While some activities are selected by staff, children are able to make some choices from labelled low level storage units. Staff ensure

all equipment is safe and suitable to use and any broken or damaged items are removed. Children learn to use equipment safely as staff gently remind them to sit sensibly on chairs in case they fall. Suitable equipment is provided to help children access resources safely, such as a small step to help young children reach the water tray.

Children are protected as staff have an adequate understanding of child protection procedures. Staff have recently undertaken additional training in this area in order to increase their knowledge and understanding. Good links with the school ensure that any concerns are discussed and shared, where appropriate. Staff are aware of agencies to contact for advice or referral.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting confidently and most separate easily from parents and carers. Staff ensure all children are well included in activities, adjusting the task to meet the needs of younger children. Sessions are run as a whole group with younger and older children playing together. Staff have attended training in the Birth to three matters framework and use this knowledge to underpin their care of children under the age of three. Children are happy and relaxed at the setting and are confident with both staff and each other. Staff create a warm and caring environment where all children feel valued.

Nursery Education

The quality of teaching and children's learning is good. Staff organise sessions well reflecting a good balance between adult led and child initiated play. Effective staff deployment ensures children receive appropriate support, for instance, when learning new skills on the computer and gaining pencil control when writing names. Staff have a good understanding of how young children learn and they plan interesting and practical learning opportunities, such as using their sense of touch and smell to describe the feel of wet spaghetti. Staff use appropriate planning to ensure a good balance across all areas of learning. Regular observations are completed, but some assessment records are not regularly updated.

Children show good levels of concentration as they settle to chosen activities, such as cleaning the house in role play and wrapping presents for a birthday party. They show delight and excitement as staff bring the story of Goldilocks and the three bears to life through the use of props and puppets. Children enjoy looking at books both in small and large groups. They are learning to recognise their name through the process of self registration and finding their place at snack time. Children have lots of opportunities to write, draw and make marks. They enjoy writing their name on invitations to a forthcoming birthday party and drawing on the white board. Children are developing good listening skills as they sit and listen at circle time and join in with stories.

Children gain a good understanding of numbers and counting as they join in with games and activities. They count the number of children present at each session and complete activities to reflect the number of the week. Children made eight cherries to go on top of a birthday cake. Focussed activities, such as counting the number of candles to match the number on the cake, help individual children increase their knowledge of numbers and counting. Children learn

about size and shape as they identify the biggest and smallest teddy, and select the correct sized paper to wrap different sized boxes. Children use glue sticks and tape to join materials when creating collage and pictures. They gain an understanding of ICT as they play with electronic toys in role play and staff give individual support when learning to use the computer. Children learn about colour and texture as they observe changes when silver and gold glitter is added to play dough. They learn about rhythm as they beat shakers along to the song of wheels on the bus. Music is used effectively to provide a calming back ground during tidy up time. Overall children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children benefit as they attend a small community run provision, where staff know them well. A key worker system is in place, allowing staff to share responsibilities for assessment and record keeping. Consistent staff help children develop confidence within the group. Children gain a good understanding of their local community as they go for walks around the village and help prepare a map showing the main areas such as the school, church and play ground. Good links with the adjoining primary school help children to gain confidence before moving up into school. Children learn about different festivals and traditions as they enact a christening, and make cards and models to celebrate Indian festivals. Children with learning difficulties are well supported within the setting. Staff work closely with parents and professionals in establishing individual targets for development.

Children are learning to behave and co-operate with each other. Staff have put effective systems in place to reward achievement and positive behaviour. Recently introduced apple tree sticker charts help children to recognise when behaviour has been good. Staff respond promptly to reward children for things like sharing a toy. Children respond well to this visual recognition. Children are gaining independence in the setting and are able to wash their hands, pour their own drinks and help to tidy away toys. A timer is used effectively to remind children when it is someone else's turn with a toy and to help them understand that it is important to share and take turns.

The partnership with parents and carers is good. The setting is run by a voluntary management committee made up of parents and school staff. Parents are encouraged to be involved with the group, and can help at sessions if they are able. Parents are provided with a very comprehensive welcome pack which outlines information about the group and provides information about early education and the areas of learning. Parents have access to policies and procedures and a good sized notice board is used to display relevant information. The complaints procedure has not been fully updated. Parents are able to access children's records if they wish, but there are no formal systems in place to share information with parents about their child's progress. Staff encourage the home school link through systems, such as borrowing a library book to take home and read with children, and newsletters to inform parents of current topics and themes. The pre-school fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children benefit from being cared for in a small provision run by consistent and caring staff. All staff are keen and committed to the group and attend regular short training courses to keep their knowledge and skills updated. Sessions are well organised with all staff showing a good awareness of their roles and responsibilities. Staff deployment is effective in offering children appropriate support in their play. Children benefit from access to sufficient, well organised indoor play space and large amounts of outdoor play space. Appropriate registration systems are in place recording staff and children's attendance on a daily basis. Appropriate documentation is in place, most of which has been adequately updated.

The leadership and management of the pre-school are good. The setting is managed by a voluntary committee made up of parents and school staff. The committee offers appropriate support to the staff team. Day to day leadership is provided by the person in charge who is clearly committed to providing a good quality provision. Written action plans are in place outlining areas for development at the setting which include information access, curriculum access and physical access. Good use is made of other agencies for advice and support in meeting individual children's needs and improving practice at the group. The setting has close links with the adjoining primary school which helps children's transition into school. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the pre-school was asked to notify Ofsted of significant changes and to improve fire safety by meeting any recommendations of the fire safety officer. At the last nursery education inspection they were asked to give consideration to providing support for children when looking at books for pleasure in the book corner.

The pre-school keep Ofsted informed of changes and have met the requirements of the fire safety officer. All fire fighting equipment is serviced regularly in line with the local school. Children have access to a comfortable and inviting book corner where they enjoy listening to stories both in large and small groups. Staff bring stories to life through the use of puppets and props.

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.

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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):

- improve fire safety by ensuring all children with differing attendance patterns, participate in regular fire drills
- update complaints procedure in line with recent changes to legislation

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):

- ensure assessment records are regularly updated and used effectively to guide planning
- increase the opportunities for parents to be informed about their child's progress and development, and to share any information from home.

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