



# Weaverthorpe Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331098
<b>Inspection date</b>	07 November 2006
<b>Inspector</b>	Susan Riley
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<b>Registered person</b>	Weaverthorpe Pre-School Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Weaverthorpe Pre-School first registered in 1975 and previously operated from the Scout Hall, Weaverthorpe Road. They registered at new premises in 2006 and are now based in a purpose built building on the site of Ernehale County Junior and Infant School in Arnold. The pre-school is run by a voluntary management committee.

A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 15:30 during school term times. Sessions are from 09:00 to 11:45 and 13:00 to 15:30. Children may attend an extended session which includes a lunch club. All children share access to a secure enclosed outdoor play area.

There are currently 77 children from two years eight months to under five years on roll. Of these, 52 children receive funding for nursery education. The children come from the local and

surrounding communities. The pre-school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The pre-school employs 10 members of staff. Of these, eight hold appropriate early years qualifications. The pre-school are members of the Pre-School Learning Alliance and receive support from the Nottingham Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill. The children's individual care needs are well met because relevant information is obtained from their parents at registration, including any medical information, written consent for the seeking of emergency medical treatment and details of any allergies. When the children go down to the school hall for their physical activities, staff ensure that children's medication is also taken with them in case it is required. This practice ensures children's health needs are met at all times. Children's medication is suitably stored and all written records are shared with parents, keeping them well informed.

The children's welfare is promoted because the staff can respond to accidents appropriately as all hold a current first aid certificate. The first aid box is kept up to date and readily available, all accidents are recorded and shared with parents. Children are learning about their personal hygiene and how to keep healthy, as the staff actively encourage the children to wash their hands appropriately.

The children are well nourished. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and snacks that are nutritious and complies with their dietary and religious needs. A seven weekly rota is in place for their snacks, which promotes healthy eating. The parents of the children who stop for lunch are given information on healthy foods to provide. All lunch boxes are stored in the fridge to ensure they are kept safe. Children have access to fresh filtered drinking water at all times so they do not go thirsty. They also choose when to have their snack as they become hungry.

The children enjoy varied opportunities to experience physical activity and develop their skills. They access a range of activities such as throwing, catching, wheeled toys, ring games and following obstacle courses which enable the children to develop their confidence on a wide range of equipment that provides sufficient challenge.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet those needs independently. For example, by learning to put their coats on, taking their shoes and socks off and putting back on for physical activities in the hall.

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

The provision is good.

Children are safe and are generally well cared for in premises that are safe, secure and suitable for their purpose. This is because the setting ensures that the environment gives children good access to a comprehensive range of facilities that successfully promote children's development. The premises are welcoming and child-centred. They are clean and adequately heated and ventilated. Children have sufficient space to play freely and to be active. The outdoor play space is fully secure, safe and well maintained. The children always use a wide range of equipment that is both suitable and safe. Children use child-sized furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children can safely access the resources and make their own choices, which encourages their independence.

Children's safety is mostly promoted due to the staff taking positive steps to promote safety within the setting and on outings. They ensure appropriate precautions are taken to prevent accidents and minimise identified risks to children. Daily checks are completed on the portacabin and the outside play area to ensure children's safety. However, no risk assessment is completed for the school hall which the children use for their physical activities. This does pose a risk to children. The premises are kept secure at all times and there is a safe procedure for the collection of children. Key staff stand at the main door and only let the children go with a known parent or carer. Children are supervised at all times by the staff. There are good procedures in place for outings. For example, when the children go on their nature walks within the school site, correct ratios are maintained and a first aid kit is taken.

Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting, outside and during planned and spontaneous activities. For example, as the children practise the regular fire drills they become aware of how to keep themselves safe in an emergency. Children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. The children are well protected from harm because staff have a sound understanding of their role in child protection and are able to put appropriate procedures into practice. This ensures the well-being of all children. Children are cared for by adults who are vetted and have relevant experience, knowledge and skills. A keyworker is allocated for each child enabling them to bond and feel safe.

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

The provision is good.

Children are happy and settled. They enjoy their time at pre-school, and freely select activities according to their needs and interest. Children are confident to approach the staff to ask questions or for help and support. The staff are skilled at encouraging children to extend their experiences, and at listening and talking with them. This raises children's self-esteem and confidence. On some days they have 'band time' where children wear coloured bands and each colour group move around the different areas in turn; this gives all the children opportunities to try all the activities and experiences of offer. This benefits the younger children as they may not be confident to move around the room when they first start.

Children respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills. This is due to effective planning, which provides activities and play opportunities that help children achieve in all areas. For example, a group of older children learn about working together as they build a tall tower and they have to estimate how many more bricks they need to make the tower taller than the tallest child.

Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and adult support which helps the children to develop appropriate skills. Staff listen to and value what the children say, they talk with them and have high expectations of what they can achieve. Children demonstrate a sense of pride as they receive 'well done' stickers for doing well at an activity. All children participate in their small group discussions and activities. This helps children to build up positive relationships. The pre-school code of conduct is displayed within the setting and children are gently reminded of this in a positive way. For example, to walk when inside.

### Nursery Education

The quality of teaching and learning is good. All staff have a good knowledge of the Foundation Stage. They are very aware of how children learn through play. Staff are aware of good teaching practices, that suit the children. They provide activities and opportunities for children to enable them to learn for themselves and consolidate their learning. Children's independence is promoted effectively through the daily routines. They are eager to learn, self-assured in their play and confident to try new experiences. Effective planning is in place and all staff contribute to ensure they are fully aware of what children are expected to learn. The staff are currently implementing a new assessment document for each child. The current assessment document does not fully reflect all the stepping stones towards the early learning goals and some areas of children's learning are not being effectively covered. Staff are made aware of each child's starting point as the parents complete an initial child profile. Systems are in place for individual play plans for the children, these identify key learning areas.

Children have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning. They are interested, excited and motivated to learn. They are confident to try new activities, initiate their own ideas and speak in familiar groups. They maintain attention, and demonstrate good concentration skills at activities of their choice. They have a developing sense of awareness of their own needs and of others. For example, the older children help the younger children to put on their socks and shoes after physical activities. Children seek out their friends to share experiences with. They work as part of a group, take turns and share. For example, the older children work very well together as they build up a tall tower. Children develop an awareness of their own culture and beliefs and those of others, through the resources and planned activities. They have recently covered a topic all about Africa, raising their awareness and understanding that people have different needs and cultures.

Children's language skills are good, they show awareness of the listener, and negotiate well within their play. During their time participating in physical activities they listen to and then respond to the instructions given. Reading skills are developing, as they recognise their own name or labels around the setting. For the older children a reading wallet is provided and they

take books home to involve their parents in their learning. They are also given key words to learn and have letters of the week. Children know how books work and handle them with care. All children are encouraged to write their name or make their own mark on their work, and are very keen to work in the writing area. Older, more able children are encouraged to write their own simple stories. Children enjoy linking sounds to letters as the staff make this fun for the children.

Children can count confidently and show increasing skills in recognising and using numbers to support their play. They count confidently to 10 and beyond. The children use language to compare two numbers. They show a developing understanding of addition and subtraction through practical activities. Children sort and match by colour and item. For example, when using the transport items and activity cards they sort and match by the colour and vehicle. When measuring, the children are encouraged to estimate how many more bricks they will need to make taller and can easily recognise when the tower is taller than the child that they are measuring against.

The children are beginning to make sense of the world around them by investigation and exploring through first hand experiences. For example, the children go on nature walks within the school site, they use magnifying glasses to observe more closely things that interest them. They undertake simple experiments such as noticing how the acorns open and close in different elements. Children build and construct with a wide range of equipment. They select appropriate resources and tools to shape, assemble and join materials. The children know about the uses of everyday technology and confidently use the computer to support their learning. During discussion times the children talk about past and present events in their own lives. For example, they talk about the bonfire parties that they went to over the weekend.

The children enjoy a wide range of physical activities that help them to develop their confidence and skills when using both large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise as they take part in planned physical educational sessions. The children move confidently, imaginatively and safely, with good control and co-ordination. They travel around, under, over and through as they follow the set obstacle course. Children develop and learn to control their small muscles as they handle tools and objects, and create with the malleable and construction materials. They demonstrate understanding of good practices with regard to eating and personal hygiene. The children are able to be creative, expressing their own ideas and thoughts through art, music, role-play and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. The children use a widening range of materials and tools to help them to express their creativity. They enjoy joining in with singing activities and following the actions.

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

The provision is good.

Children are cared for by staff who work very well with parents to meet individual needs. Children benefit from the positive partnership staff have developed with parents and carers. Systems for sharing information about the children's needs and interests are appropriate.

Children with special needs receive appropriate sensitive support. All children are valued and respected as individuals which actively promotes inclusion.

Children gain a sense of belonging to the pre-school as they see their art work being valued and displayed. Each child has their own pictured coat hook, which the children can freely access as they require. Children's good behaviour is appropriately fostered by the staff's sensitive intervention and positive reinforcement. For example, reward stickers are used to reinforce good behaviour, this helps to develop children's self-esteem and self-worth. Praise is given freely to children, ensuring that they understand when they have done well. The staff provide good role models for children by being calm and polite.

Children make positive relationships and they behave well. Through the staff's reassurance and encouragement, children play harmoniously with each other. The older children play co-operatively together, they are kind and caring to others. They take turns and share without adult intervention. The way staff organise the space and resources helps children to take initiative and develop increasing independence. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Parents receive quality written information about the provision, its routines and the educational programme. Staff take time to get to know the children and parents well. The parents and carers are asked about what their children can do when they start and this ensures an effective partnership is formed to support children's development and learning. Parents are kept well informed about their child's achievements and progress through the informal systems in place. Children do benefit from parents being made fully aware of their child's progress and achievements. The pre-school actively encourages parents and carers to become involved in their child's learning in meaningful ways. For example, through the reading at home scheme.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment. All staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. The recruitment and vetting procedures ensure children are well protected and cared for by staff with a sound knowledge and understanding of child development. Suitable procedures are in place to protect children from unvetted visitors to the setting. Correct staff ratios are maintained at all times which supports children's care, learning and play. Children are appropriately grouped and they benefit from well-deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident. Staff regularly attend training to increase their knowledge and understanding of child development and to keep themselves up to date with current issues. The management committee hold regular meetings and keep Ofsted fully informed of the relevant issues. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management for funded children is good and children benefit from a well-managed setting. The management team have developed sound aims and values for the

provision and have a clear vision for continuing their improvements for children's care and education. The management team is well aware of the strengths and weaknesses of children's education and what needs to be done to improve. Good training opportunities ensure that children are well protected and cared for. Effective strategies are in place to monitor the provision and practice. The established staff team work very well together and are good role models for children.

### **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 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 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 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 registered person takes positive steps to promote safety within the setting, with reference to conducting a risk assessment of the school hall.

#### **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 with the implementation of the new assessment records of the children and use the information gained to plan appropriate activities to move the children along the stepping stones towards the early learning goals.



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)