



Welholme Pre School

Inspection report for early years provision

Unique Reference Number	205567
Inspection date	07 December 2006
Inspector	Ingrid Pine
Setting Address	Welholme Infant School, Heneage Road, Grimsby, North East Lincolnshire, DN32 9JD
Telephone number	01472 269740
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Registered person	Welholme 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?

Welholme Pre-school is situated in purpose built accommodation within the grounds of Welholme Infants School and has been registered since 1991. It serves the East Marsh area of Grimsby, but priority is given to children from the local community.

Care and education is provided at ground level in one main playroom and a secure, enclosed outdoor play area.

The group is registered to care for 26 children, aged three to five years, per session and has 52 children on roll, all of whom are currently receiving nursery education funding. There is support for children with learning difficulties and disabilities and for children whose second language is English. The setting is open from 09.00 to 11.30 and 13.00 to 13.30, Monday to Friday, term-time only.

Four permanent members of staff who hold relevant childcare qualifications work with the children. The setting receives funding from the North East Lincolnshire Local Authority and has strong links with Wellholme Infants School.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well maintained and clean environment and their awareness of good hygiene practices is effectively promoted. Well qualified staff are aware of the importance of good hygiene practice, ensuring that the risk of cross infection is minimised. Children know that keeping healthy is important and competently attend to their own routines, such as washing their hands without prompting. These practices are re-enforced by staff through discussion, pictures and posters.

All staff have first aid and health and hygiene qualifications. There is a clear policy regarding the administration of medicines and recording of accidents, and records are completed appropriately, ensuring that children are kept safe and well.

A comprehensive written sickness policy ensures that sick children are excluded from the provision when they are ill and this helps to contain the spread of infectious diseases.

Children are provided with regular drinks of milk and can help themselves to water at any time. Snacks are mainly nutritious and children help to prepare the food, such as toast, themselves. They discuss the value of eating healthily during snack time and name fruit and vegetables that enable them to do so. They know that carrots are good for them and relate how they make their own toast and puddings. However, their preferences indicate that they like cakes and biscuits better.

Children are very aware of how their bodies work. They move confidently with control and coordination when manoeuvring wheeled toys around the playground. They demonstrate very good awareness of space and can explain why their hearts beat faster when they exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an appropriate safe and secure environment, minimising the risk of accidents. The setting has good indoor safety and security precautions, such as locked doors, visitors book and secure outdoor play area. Children show excellent awareness of keeping themselves free from harm. They sweep up spilled sand without being prompted by members of staff and help to tidy away toys and equipment, supported by adults who remind them of the reasons for doing this.

A broad, varied range of equipment is freely accessible to children and provides a stimulating environment and play opportunities. It is appropriate for the age and stage of development of

the children and meets BS EN safety standards. The manager carries out regular risk assessments and takes precautions to prevent accidents and harm to children.

There are clearly defined procedures for emergency evacuation and children practise regular fire drills so that they are aware of the dangers. Children are well supervised at all times. Staff are aware of the disruption some children with behavioural problems can cause and are very vigilant, working on a one to one basis to try and ensure the safety of all.

Strong procedures are in place to deal with the welfare and support of children. All staff have accessed appropriate child protection training and are aware of the procedures to follow, and there is good support from line management for all staff.

Helping children achieve well and enjoy what they do

The provision is good.

All children's individual needs are met and their welfare promoted. Staff plan and provide attractive and challenging activities and play opportunities that develop children's emotional, physical, social and intellectual capabilities.

Nursery education

The quality of teaching and learning is good. Staff have a strong understanding of the requirements of the Foundation Stage and early learning goals. They use resources well to create stimulating, challenging activities for children enabling them to learn effectively through purposeful play. Staff pay particular attention to encouraging children who lack confidence and are skilled in supporting those who find it difficult to behave appropriately. Staff's expectations of children is high and they receive an abundance of praise and encouragement for their achievements. Children are eager to please and work hard. There is a system for rewarding these achievements and children proudly display their sticker charts. Staff ensure that all children receive recognition and emphasise their positive aspects. Staff know the needs of the community and their children well and they match activities effectively to these. They know that they have to concentrate on children's personal, social and emotional needs before other learning can succeed. Consequently, there are strong established rules and boundaries which are re-enforced consistently and firmly, with love and care. A high emphasis on children's early communication skills means that they achieve very well from low starting points. All children's progress is monitored thoroughly through detailed assessment profiles. Children's achievements are evaluated and used effectively to plan for children's next steps in learning. Consequently, children use what they know and are keen to learn more.

Three and four-year-olds enter the setting confidently and settle in well. They greet their friends enthusiastically and show a high level of interaction with staff. They are proud of their friendships and display their affection of one another. Three and four-year-olds play with purpose and work well together in large and small groups. For example, they enthusiastically act out their own games in the home corner. Some dress up as doctors and nurses and others pretend to be mummies who are taking their poorly babies to the hospital to be made better. Two three-year-old children cooperate well in building a tall tower of bricks, sorting them into colours as they stack them up. A group of up to eight children play in the small world area,

cooperating well and playing with purpose. They use their imagination and telephone for the ambulance to deal with an accident and fly helicopters and aeroplanes around the room. Children self-regulate when playing and enjoy taking responsibility for carrying out tasks. They know that when the egg timer runs out they have to let other children have a turn. They help to tidy up before circle time and enjoy taking the register alongside a member of staff.

Children enjoy looking at books independently and in small groups. They also enjoy listening to stories in a large group and enthusiastically join in with songs and nursery rhymes. Children recognise their first names and the more able are beginning to write these correctly with well-formed letters and copy a variety of words. They confidently count to five and above and recognise some numbers. They can hold up three fingers to demonstrate how old they are now and how old they are on their next birthday. Less able children are given an abundance of support and are learning the pre-skills of writing, such as making patterns, drawing pictures and painting with a variety of different brushes.

Children carefully make two dimensional cards, using different types of glue and build complicated structures with the small interlocking bricks. They understand how computers work and confidently use IT equipment. They familiarise themselves with their own community as they visit the local school and learn about the more diverse wider world through topics on different celebrations within the setting. Outdoors, children are challenged to develop their physical skills. They complete obstacle courses and manoeuvre wheeled toys around competently. Inside, they take part in vigorous physical exercise and have 'Jumping Jack' sessions. Children develop fine control as they competently manage scissors, cutlery, pencils and pouring in the water tray.

Helping children make a positive contribution

The provision is good.

The care children receive is excellent. Staff value children and listen to them intently. They engage in conversation that is familiar to them and extend their language with the use of relevant questions. Children show very good respect for one another as staff are effective role models. Resources, such as small world, books, dressing up and home corner equipment support activities that encourage children to learn about the more diverse wider world. Children show considerable care and understanding as they play with the baby dolls in the home corner. They cuddle them, give them kisses and dress them so that they are cosy. They ask members of staff for a hat to keep them warm. Staff teach by example and respect children's wishes as they ask if children need help before rushing in to do things for them. Children's social, moral, spiritual and cultural development is well fostered.

Support for children with learning difficulties, disabilities and those for whom English is an additional language is good. Children have individual learning programmes and the setting works in partnership with parents to try to help them provide consistent care and education within the home. Through their links with relevant support and development agencies, including a bi-lingual interpreter, the setting is able to access appropriate equipment and learning programmes for children. Well qualified staff within the setting help children to achieve. The coordinator has assessed support for children and is clear that they could be helped to achieve

even more with a higher staff ratio. This would enable more one to one work to be done with individual children and she is pro-active in trying to acquire more funding for this.

The way staff manage behaviour is outstanding and effectively promotes their welfare and development. A comprehensive programme of support and established rules and boundaries help children to achieve a high standard of behaviour and respect for each other. They share well and play cooperatively. There is a successful system of reward and children work hard to achieve their stickers and certificates. Parents and carers confirm that this system has helped children to radically improve their behaviour and helped them to develop their social and learning skills.

Partnership with parents and carers is good. Strong, trusting relationships are being fostered with parents and carers. They feel that they are welcome in the setting and mostly included in their children's development. They receive verbal and written information on a regular basis through daily discussions and newsletters. Home visits are part of the children's induction process and each child has their own key person. Parents and carers feel well supported and included in their children's education. Each child has a personal profile and these are available for parents and carers to look at. A rigorous pro-active programme ensures that parents and carers are encouraged to contribute to these. The coordinator has identified that working to empower parents is an area that can be further enhanced if they are able to increase staffing levels to free up time to do so.

Organisation

The organisation is good.

The coordinator is fully committed to furthering her own personal and professional development as well as that of other members of staff, ensuring the setting provides high-quality care and education for all children. They are also committed to further developing their skills and knowledge through a programme of appropriate training. They are very clear of their roles and responsibilities and work extremely well together as a team to provide a consistent, stable environment for children.

Space and equipment is suitably organised to allow children to have choice, and for groups of children to play together well. Staff ratios are sufficient and there is an effective system for providing staff cover through consistent, experienced workers. Some part time support is in place from outside agencies. However, the coordinator has identified that increased support or higher levels of permanent staff would enable the setting to enhance the achievements of children with learning difficulties even further.

The welfare, care and learning of children are promoted well by a range of clear policies and procedures. Comprehensive documentation is well presented, well thought-out and stored professionally and confidentially.

Leadership and management are very good. The provision is managed by a well qualified, experienced coordinator who has a clear vision of what needs to be offered. She is committed to ensuring that children's social and emotional needs are paramount and that their families are well supported. Regular reviews of the practice are carried out and there is a strong

commitment to a continued improvement of the care and education for all children. Staff work very well together as a team and are able to share in the running and development of the setting. Staff have regular appraisals and are able to discuss their individual needs in confidence. They think very highly of the management of the provision and have nothing but praise for the strong leadership and commitment of the coordinator.

Children benefit from a well organised and close working relationship between the pre-school and adjacent infants' school. Children are provided with regular opportunities to visit and be involved with the Foundation Stage children through attending plays and Jumping Jacks. The continuation of pre-school routines and procedures ensures a smooth transition which meets well children's individual needs.

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

Improvements since the last inspection

At the last inspection the setting was asked to look at safety in the wet area and hygiene in the home corner.

The manager has requested staff to be more vigilant in the wet area ensuring that any water is mopped up immediately. The setting has also looked at its hygiene procedure within the home corner, removing items so that the risk of cross infection is minimised.

New resources has been purchased and hired from specialist sources ensuring that children now have many opportunities to develop their skills on large play equipment. They also take part in 'Jumping Jacks', a physical exercise class organised by the adjacent infants' school.

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):

- further develop children's understanding of eating healthily.

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):

- look at ways of developing support for children with learning difficulties and disabilities, so that they can achieve their maximum potential.

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