



## Woodford Methodist Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	117249
<b>Inspection date</b>	22 March 2007
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<b>Registered person</b>	Woodford Methodist Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Woodford Methodist Pre-School opened in 1963 and is managed by a committee of parents. The group meets in the Woodford Methodist Church Hall in Woodford, a residential area of Plympton. The pre-school is registered for 26 children aged from two to five years in the main hall and 13 children aged two to five in the small room. It is open from Monday to Friday from 09:00 to 15:00 in term times. The setting also runs a holiday play scheme for 26 children aged from three to eight years. This operates from 10:00 to 15:00, Monday to Friday, for three weeks in the summer holidays. The setting has the use of a large hall and a smaller room. The small room is used for different groups of children on different days. Both rooms are available for the play scheme. The setting also has the use of a kitchen, toilet facilities and an enclosed, grassed outdoor play area accessed directly from the hall. The pre-school currently has 65 children on roll, 35 of whom are in receipt of funding. The setting provides support for children who have learning difficulties and/or disabilities. There are currently no children attending for

whom English is an additional language. A staff of 12 support the provision, all of whom have relevant childcare qualifications. The setting receives the support of the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a very clean environment where good standards of hygiene are implemented. Children learn how to protect themselves from infection by carefully washing their hands before snacks and meals. They follow good procedures using liquid soap and hot air hand drying facilities, and this protects them from cross infection. Children are well cared for in the event of an accident or becoming unwell as all consents are now in place to enable staff to respond appropriately in the event of an emergency. Staff are familiar with the procedures to be followed and have first aid qualifications. All systems are in place to provide continuity of care by, for example, providing parents with an accurate record of any accidents.

Children enjoy healthy and nutritious snacks of fruit and these are provided in plentiful quantity. They bring in their own packed lunches and the group encourage parents to provide ice-packs to ensure foods remain wholesome. This is to augment the group's limited refrigeration space. Children access drinks whenever they want one and this ensures they remain well hydrated throughout the day.

Children develop their large muscles effectively by manoeuvring wheeled toys with skill and control and climbing and balancing along the group's apparatus. They enjoy healthy fresh air every day that weather permits by exploring the setting's lovely garden. They benefit from staff's awareness that children require physical activity after they have been sitting for a while. For example, children bounce along to music to get their muscles moving again after they have spent some time sitting sharing their morning news and completing the daily calendar activity.

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

The provision is good.

Children play in a bright and welcoming setting. They have ample space to play in two well set out rooms. They access their toys and playthings safely and easily. A range of excellent resources are set out ready and waiting for them when they arrive in the morning and this adds to the overall suitability of the setting for promoting children's development. All toys and equipment are clean and in very good condition. Children are escorted safely around the setting, for example, when they leave their playrooms to use the toilets. The rooms that children play in are kept secure. However, security systems in other parts of the building are inconsistently applied which means that access to the building is at risk of being ineffectively monitored. Children enjoy playing in a well maintained and secure rear garden.

Children are protected from hazards in the setting as risks are managed effectively. For example, heaters are regulated to a moderate temperature, but one which becomes too warm is screened from the children by strategically placed chairs. Staff supervise the children well at all times and particularly when they are climbing or using scissors. Children are familiar with the procedure

to be followed in the event of an emergency as they practise it regularly and this helps to keep them safe.

Children's safety is further supported by staff's secure understanding of the child protection procedure. Staff have access to current, up to date guidance to help them in this area.

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

The provision is outstanding.

All children have a wonderful time in the setting. From the moment they arrive they are absorbed in rich and stimulating activities that help them to develop. Young children benefit from staff's skilful application of the Birth to three matters framework. Staff make regular, accurate assessments of children's individual stages of development and use this knowledge extremely effectively to inform their planning. Children gain confidence to stay longer and longer without their parent or carer and show a warm affection for staff. Young children become skilful communicators by, for example, sharing their counting skills and talking to staff. They also become competent learners by, for example, investigating mirrors, tape measures and puzzles. They work extremely well together as they all join in to help to tidy away their toys before snack times. They also enjoy the social aspects of coming together with their older playmates for meals and activities. Their individual needs are responded to very well, for example, if younger children want to rest after lunch there is a quiet and comfortable place for them to do this. Across the whole setting children demonstrate that they are extremely interested in their activities and are eager to explore and try something new. They concentrate when they have found an activity that they enjoy and they have excellent relationships with the caring, sensitive, consistent and responsive staff.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning. They are supported in their learning by enthusiastic staff who have a thorough understanding of the Foundation Stage. They have excellent dispositions to learning and eagerly listen to the clear explanations that staff give them regarding the activities that are provided. A good pace is maintained throughout the session. This is particularly evident in periods of whole group time when staff skilfully keep children's interest through stimulating strategies. For example, children each have a picture representing part of the story they are listening to. This means they are totally engaged as they wait for their turn to come to show it. They are enraptured by the puppets that staff use to support story times. Highly effective strategies are used to help children communicate with each other. Totally clear planning sheets show that a range of worthwhile activities are provided every day to support all the areas of learning. The daily practice of children joining their key workers for specific activities ensures that they are supported in their individual progress. Although the children's assessment files are not always on the premises, staff know each child well and help them to make the next steps in their learning. Children use and enjoy books and listen intently to whole group story times. They clap along to the syllables within words using little sticks and show a good understanding of rhythm. They are keen to make marks and some children make early attempts to write their names. They develop their understanding of number by counting the days of the week and how many children are present. They learn about shape and space, size

and quantity in their everyday play with small objects, water and dough. Children enthusiastically investigate the textures and features of interesting items, using a magnifying glass to help them explore, for example, the innermost depths of a dried lime and exotic seedpods. They discuss between themselves how best to construct towers and make them stable. They learn about their own community by having visitors to the setting as well as exploring a variety of cultural festivals. Children enjoy the process of being creative as they paint for as long as they want to. They enjoy singing familiar songs and using the group's instruments. They develop their small muscles effectively using a variety of tools such as scissors, instruments and pencils. They also manipulate satisfyingly large amounts of dough and this further supports their dexterity.

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

The provision is good.

Children are confident and settle quickly to play. They have very good relationships with staff and with each other. They eagerly select the activities they want to play with and concentrate for substantial amounts of time. They play well together, sharing puzzle pieces and taking turns on popular bicycles. They also play happily alone, for example, at their painting or drawing activities. They are extremely well behaved and respond well to staff's swift support and positive reinforcement. For example, they are praised in whole group times for observed good behaviour and kind deeds, and receive praise stickers. All children develop independence and responsibility, for example, they help to tidy up the resources and place their paper towels in the bin provided. Children learn about the wider world by exploring various festivals, enjoying books and playing with small world toys representing cultural diversity. They benefit from effective strategies which help them to understand the needs and feelings of others, for example, an activity where children find a partner and copy signals to each other, this helps them to communicate effectively. Spiritual, moral, social and cultural development is fostered.

Children who have special needs are well supported as staff are experienced in working closely and effectively with local professionals and providers. Helpful and appropriate individual education plans are created and the group offers sensitive support to parents with whom they work closely to meet the needs of children.

Children are cared for in accordance with their parents' wishes and their individual needs are met, for example, with regard to allergies. There is particularly close and effective working with parents of children who have specific needs. Children benefit from the warm welcome that is extended to their parents, many of whom are actively involved in the management of the setting. However, limited information is available in the setting for all parents to view regarding the management of the provision or forthcoming activities. With regard to the nursery education, partnership with parents is good. They are welcomed to have frequent, informal discussions with staff about their child's progress, but have restricted opportunities to view their child's assessment file as these are not always in the setting. They are informed in very general terms about the forthcoming theme but do not receive much helpful information about the activities that are planned or how they will support children's learning. This means that opportunities to be involved in their children's learning are limited. Parents hold the setting in high regard and there are good systems in place to keep parents informed about regulatory procedures.

## **Organisation**

The organisation is good.

Children are cared for in a well organised setting where staff are enthusiastic and enjoy their work with children. They benefit from the conscientious regard that staff have toward their professional development by undertaking further training to enhance their practice. Children enjoy a range of extremely worthwhile activities that help them to develop in all areas. Children are cared for in thoughtfully set out rooms where they access toys and games that are stimulating and appropriate. The setting meets the needs of the range of children for whom it provides. All regulatory documentation is in place to support good care, although some information for parents is not easily accessible or lacks helpful detail. Records are kept securely. There are efficient systems in place to record the attendance of children and adults and therefore it is always possible to tell who is on the premises.

The leadership and management of the nursery education is good. The setting continually reviews and evaluates the programme and benefits from the advice and guidance of local supporting agencies and professionals. Staff are supported in their professional development. Staff are reflective and thoughtful practitioners who are keen to continually improve the provision for the children in their care.

## **Improvements since the last inspection**

At the last care inspection the group were required to improve staff's vigilance regarding hazards, including the use of scissors, the stacking of chairs and the access to room two. Good systems are now in place to provide close supervision to children who are enjoying adventurous play and mastering the use of scissors. Chairs are stacked no more than four high and are turned inward, this minimises risks to children. Access to specific rooms is carefully managed to protect children. The group were also required to improve documentation to include essential procedures and this has been fully addressed to support good practice. The requirement to ensure that all members of staff are familiar with positive behaviour management strategies has been fully met and children's behaviour is very well supported. Finally the setting have improved the way they plan and implement a suitable range of activities for two-year-old children by using an appropriate framework.

At the last nursery education inspection the group were required to ensure that the whole curriculum is planned and evaluated effectively in order that equal coverage is given to all areas of learning, with particular regard to calculation and exploring and investigating. They were also required to develop strategies to manage behaviour, thinking about the grouping of children that allow them to work in ways that are suitable for their age and stage of development. Both issues have been well addressed by the thoughtful implementation of an action plan and children's learning has been enriched as a result.

## **Complaints since the last inspection**

Since the last inspection Ofsted received one complaint relating to National Standard 6 - Safety. Concerns were raised that a child was not suitably supervised. Ofsted liaised with other agencies and then conducted an announced visit to the premises.

Ofsted found evidence that the provider was not meeting the National Standards. As a result, four actions were set under National Standard 1 - Suitable Person, National Standard 6 - Safety, National Standard 7 - Health and National Standard 14 - Documentation. Ofsted also set one recommendation under National Standard 6. A response to the actions and recommendation was received from the provider. Ofsted was satisfied the provider had taken appropriate steps to meet the National Standards. The provider remains qualified for registration.

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):

- develop risk assessments to give increased priority to managing access to the building
- improve information for parents by ensuring that details of the committee are available in the setting and provide more information about the forthcoming programme and how it supports children's progress (also applies to nursery education)

#### **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):

- make improvements as indicated in the care section above

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)