



## Whiteway Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	130776
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	Shan Gwendoline Jones
<b>Setting Address</b>	Whiteway Lane, Rottingdean, Brighton, East Sussex, BN2 7HB
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<b>E-mail</b>	
<b>Registered person</b>	Whiteway Pre-School
<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 satisfactory. 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?

Whiteway Pre-school opened in 1978. It is situated in Rottingdean, Brighton in the village community centre which is shared with other community groups. All children share access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. It is open Monday to Friday from 09:00 to 13.00 term time only. There are currently 24 children aged from two to under five years on roll. Of these, 19 receive funding for nursery education.

The nursery employs six members of staff. Of these, five hold appropriate early years qualifications.

The pre school is supported by the local authority and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are healthy and active through staff following successful procedures and practices which meet the children's health and nutritional needs. Consistent adult support and guidance helps children gain an effective understanding of hygiene and a desire to maintain independence in their personal care.

Staff promote healthy eating, and consequently children learn that eating well is linked to staying well. Children sit together around tables at meals and snack times and talk to each other and staff. This creates a relaxed and social atmosphere in which social skills and good manners are promoted.

Children experience a healthy lifestyle whilst in the provision. They have frequent opportunities for fresh air and exercise within the provision's enclosed outdoor play area. Children move freely, confidently and safely, whilst demonstrating good spatial awareness. In addition, children thoroughly enjoy the frequent musical movement sessions, which also promote general fitness.

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

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure indoor and outdoor environment.

Children are protected from accidents and harm through close staff supervision and a wide range of effective safety procedures. Detailed risk assessments are in place which are regularly reviewed to reduce hazards. Staff are vigilant and committed to maintaining safety outdoors and organise a wide range of physical play activities that are well organised and effectively supervised. A head count is carried out prior to children going outdoors. Staff take care to ensure children move safely around the setting and many opportunities are provided for children to learn about playing safely together.

They benefit greatly from the extensive range of equipment and resources used daily in the pre-school. Resources are stored at a low-level and are easily accessible to the children, developing their independence and freedom of choice. Children's work is displayed brightly, and useful information to support children, parents and staff is all around the walls.

Children are well protected because staff have attended child protection training and have an satisfactory understanding of child protection procedures. Links are maintained with other agencies and any issues or concerns are acted upon promptly, protecting children. However the management team is less secure on their legal responsibilities in relation to national standards. The child protection policy does not include how allegations against a member of staff will be dealt with, which could compromise children's safety.

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

The provision is good.

Children arrive happily at the pre-school. They are greeted warmly by their friends, and staff. Children settle very quickly as they find something interesting to become involved in. Staff are close by to offer support and supervision where needed. Children are content and comfortable as they interact well with the staff. Children greatly benefit from having staff who understand their personalities and preferences and who can support them through new challenges and celebrate their strengths. Consequently, children become confident and begin to express their individual needs and wishes.

Children have many positive and fruitful adult-child learning interactions, successfully developing their language and communication skills. Children join-in eagerly and are delighted during many inventive and expressive activities. For example; absorbing art and creative projects and challenging maths games, such as grading and comparing the coloured bears.

Staff are familiar with the Birth to three matters guidance and plan accordingly, basing their interventions and observations on where each child is at in their development.

Nursery education:

The quality of the teaching and learning is good. Planning is thorough and children benefit from the staff's generally good knowledge of the Foundation Stage curriculum. Children's individual achievements are noted, and evaluated. This information is then used to plan the next step in their learning. Staff continue to review the planning and assessment methods. Continued development in this area would further enhance children's overall progress.

Children are very independent and curious, with good concentration skills enabling them to play at self-chosen activities for lengthy periods. They persist with new skills and show pride in their achievements. Children make good friendships and greet each other warmly. They enjoy helping adults to get the snack ready and join in with social chat about their lives and recent events.

Children are able to recognise letters of the alphabet. Staff reinforce the sounds of the letters effectively supporting children's language development. In addition many children are competent in the use of sign language, staff introduce new sign words each week. This ensures children's interest and motivation is captured. Children have good opportunities to practise their early writing skills. They respond with interest at story times and are interested in looking at books independently; they handle books competently and are aware that print and pictures carry meaning. They enjoy the storytelling sessions and become actively involved in the story.

A strong focus is given by staff to developing children's mathematical concepts. Children confidently count everyday objects up to 10 and beyond. They use mathematical language to describe shape, size, and position during their play.

Children learn about nature and the wider world from a range of well organised learning projects. Staff involve children expertly in learning about the seasons, the changing weather and learning the names of plants, birds and flowers. Children looked on in awe at the growth of frog spawn,

staff talked to them about the growth of the spawn and features of their bodies. Children have opportunities to develop their skills with technology and use programmable toys with confidence.

Staff use resources in the setting in a flexible way, such as 'hairdressers' with enthusiasm, which helps develop the children's imagination. They have tremendous fun as they create elaborate hair styles using rollers and other styling aids. There is laughter and banter as staff join in their games. Children can sing simple songs from memory and they participate actively at singing time.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children are developing good confidence and self-esteem as they explore independently in the safe environment. Children are finding out about the world in which they live as they discuss aspects of other countries with the use of planned topics. There is a varied range of toys and resources to promote children's understanding of diversity, for example, dressing up clothes and books.

Children's behaviour is good and staff take care to develop individual children's self worth and confidence. Staff are consistent in setting clear boundaries for children, which helps them learn to take responsibility for their own actions. Staff are successful in developing children's sense of belonging and involvement in the group. Staff are enthusiastic role-models and encourage children to contribute fully in the play and learning activities. Children respond well to prompts to care for their surroundings, resources and each other.

There are no children currently attending who have learning difficulties or disabilities. However, there are clear procedures in place to support children with learning difficulties or disabilities, and those who have English as an additional language. The special needs co-ordinator has attended training and holds a sound knowledge of her role and responsibilities. Specific activities are incorporated to support the children and build their confidence within the group environment, for example, use of Makaton sign language.

The partnership with parents and carers is good, children benefit from friendly informal relationships between staff and parents. Detailed information about the nursery and the service it provides is available for parents, this includes regular newsletters and they are well informed of the nursery's policies and procedures. Parents spoken to on the day of the inspection are very happy with the care, education and the progress their children are making. However, a complaints log is not available for parents, should they wish to raise a concern. Which includes, a record of any complaints, any action taken and the outcome summary. This is a breach of a regulation.

### **Organisation**

The organisation is satisfactory.

The leadership and management of the pre-school is good. As an established, experienced team the manager, deputy and staff are clear about their roles and responsibilities. As a result, the sessions run smoothly for the children. The managers are committed to the promotion of

quality childcare. They encourage staff to attend all relevant training courses to build upon their skills. Staff are motivated, and focus upon the needs of the children. Good communication systems between management and staff are in place, such as daily verbal support and formal staff meetings.

Children enjoy being at the setting and benefit from the organisation of the play areas and learning environment. Staff are effectively deployed to encourage children's development and communicate well to support individual children's achievement. The layout of the setting is appropriately planned to meet the needs of all the children within the age range. Many tactile and sensory experiences are provided for the youngest attending and plenty of challenging learning opportunities are in place for older children.

Most of the required policies and procedures are implemented effectively to successfully promote children's care and well-being. These have been organised together to show how the setting promotes the outcomes for children. As a result, the provider meets the needs of the range of children for whom they provide.

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

There were no improvements identified at the previous care and education inspection.

### **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 complaint 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 satisfactory. 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):

- amend the child protection policy to include how allegations against a member of staff will be dealt with.

- ensure there is a system in place for recording complaints.

### **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 to maintain and review the planning and assessments systems, to ensure children are supported through the stepping stones towards the Foundation stage of learning.

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)