



Whiterock Pre-school

Inspection report for early years provision

Unique Reference Number	139447
Inspection date	19 January 2007
Inspector	Janet Butlin
Setting Address	Freshwater Drive, Paignton, Devon, TQ4 7SB
Telephone number	(01803) 845989
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Registered person	Whiterock Pre School
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Whiterock Pre-school is a well established pre-school that operates from Hookhills Community Centre, in Paignton, Devon. It has its own room and access to an outdoor area that is also used by community centre members. The pre-school is run by a committee and is registered to care for 20 children aged between two and five years. It is open between 09.15 and 15.00 on weekdays, for 39 weeks per year. Children have the option of staying for lunch and a group is run on Tuesday mornings for children who are soon to become three-years-old. There are currently 33 children enrolled, 29 of whom are in receipt of funding. The setting supports children who have learning difficulties and/or disabilities and who have English as an additional language. A staff of five support the setting, all of whom are appropriately qualified in childcare and education. The pre-school receives the support of the local authority

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children enjoy an excellent, plentiful range of healthy fruit at snack time. Their packed lunches are stored meticulously at an appropriate temperature to ensure they remain healthy and nutritious. They help to prepare some of the food for pre-school and learn about where the fruit comes from, and how to prepare it under hygienic conditions. Children choose from a selection of healthy drinks at snack times. In addition to these drinks they access drinking water whenever they want from the dispenser. This ensures that they remain well hydrated throughout the session.

Children learn how to keep themselves healthy, for example; discussing the need to wash their hands thoroughly before preparing food. They use the washing facilities independently and carefully wash their hands after using the lavatory. They use liquid soap and paper towels and this effectively protects them from cross infection. They play in a clean and hygienic setting. Children are extremely well cared for in the event of becoming unwell or having an accident as staff are qualified in first aid. All necessary systems are in place to enable the group to respond and record appropriately.

Children's physical development is given a high priority. Children enjoy the health giving properties of fresh air every day as they play on wheeled toys, throw and catch and generally exercise their large muscles in purposeful play. They demonstrate an excellent awareness of space as they manoeuvre their vehicles. They also extend their physical development through purposeful play, following signals from adults. When the weather is inclement the setting organises alternative indoor activities to ensure that children's muscles are exercised. Interesting topics have helped children to learn about their own bodies and how to look after them. They confidently recount the names of all the bones in their bodies. Children's climbing and balancing skills are extended by regular use of appropriately challenging equipment when they go on walks to the nearby park.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a secure, extremely welcoming and well set out environment. They have clear and ample space to play. They move safely from one activity to another inside and outside the setting. Good security monitors access to the provision and prevents children from leaving the setting unsupervised. Children access facilities to meet their personal needs easily and safely, and this promotes their independence. Staff facilities are accessed by arrangement with the adjacent community centre. Toys and equipment are stimulating, in excellent condition and set out in very good quantity. Children choose and select their playthings safely.

Children are kept safe both inside and outside the setting. There are always good numbers of staff in attendance to supervise them. They are effectively protected from hazards and risk assessments have been conducted to ensure that all hazards have been addressed. However, some safety systems, for example; cupboard catches, are not regularly checked and this means

they become ineffective over time. An accurate register is kept of the attendance of children and staff and the setting rigorously records the attendance of visitors. Children learn how to follow safety routines, for example; they are confident in the emergency evacuation procedure.

Children's safety is further supported by the setting's secure understanding of the child protection procedure. Staff have attended training in this area and there is clearly displayed documentation to enable staff to respond appropriately in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children enjoy their time immensely in the setting. They are totally engaged throughout the day and laugh with pleasure as they move from one interesting activity to another. Younger children play alongside their older playmates and benefit from the well planned activities that are linked clearly to the Birth to three matters framework. They become skilful communicators as they join in whole group discussions and talk to their playmates during their activities. They make connections in their play and become competent learners, for example; making puppets together, developing role-play and investigating puzzles. Children's individual rhythms are respected throughout the day. For example; if a child becomes a little tired they can recline and rest or play quietly.

Nursery Education.

The quality of teaching and learning is outstanding. Children are making rapid and excellent progress towards the early learning goals in all areas of learning and some have already achieved them. They have excellent attitudes and dispositions toward learning and eagerly extend their discoveries as they play. In addition to the planned activities, children initiate their own learning by selecting resources and developing an idea, for example; working out the best way to connect the construction equipment. They are supported in their progress by staff who all have a thoroughly embedded understanding of the Foundation Stage. Staff use highly effective teaching methods to encourage children to think and work things out. They give clear explanations regarding the forthcoming activities. These activities are stimulating, interesting and exciting for the children. This means that the children eagerly investigate, for example; how many groups of animals they can make, if they can order them according to size, and go on to record the quantity on their calculators. They discuss and compare their findings with each other and animatedly share their discoveries with the member of staff that is maintaining a discreet presence. Children who stay all day maintain their interest and enjoyment as the activities are changed appropriately. For example; the computer is not switched on all day so that when it is it provides an additional stimulus for children's learning. Children learn individually, being supported towards their individual targets by a member of staff, or as a whole group. For example; a very interesting activity where groups of children catch 'virtual' buses to local places, matching numbers, cooperating and demonstrating harmonious relationships with staff and with each other. Clear, detailed plans show that a range of very worthwhile activities are provided each week which cover all the areas of learning. In fact each session affords excellent coverage of the early learning goals. Children are clearly grouped at the start of the day to ensure that their individual needs will be met. Staff know each child very well. Their detailed knowledge is regularly transferred to the children's assessment files

and accurately reflects their progress and attainments. Children who are progressing particularly rapidly are provided with appropriate challenge to extend their learning and to ensure they remain happy and engaged. Staff describe clear targets for each child and actively implement them during the session. Excellent use is made of time and resources and the session moves along at a rich and satisfying pace.

Children enjoy sharing their news and listen carefully to whole group story times. They learn about the sounds that letters make and confidently volunteer words that all begin with the same sound. Many children write their names confidently and some write their surnames as well. Effective strategies help children to make marks and attempt to write their names whenever they wish, matching the letters to the sounds they make. Children develop a strong and secure understanding of mathematics as they count, order and sort a range of objects during their play. They extend their understanding by combining groups of objects and develop an awareness of mathematical terms such as 'added to' and 'more than'. Children are confident in the use of technology, from calculators to computers. They also explore and investigate features of sand and construction equipment. They develop their small muscles by using various tools such as cutlery, glue spreaders, paint brushes and by manipulating dough. Children develop their creativity by exploring the texture and colour of collage materials and paint. They gain great satisfaction from applying paint for as long as they want to, thereby enjoying the process of being creative as well as admiring the finished product. Children demonstrate an outstanding sense of rhythm and enjoyment of song. For example; they use tapping sticks to accompany their song, clapping their hands as they sing and recognising, through the lyrics that they sing, that these rhythms 'make a pattern'.

Helping children make a positive contribution

The provision is outstanding.

Children are confident, secure and settle happily to play. They concentrate and persevere at their activities. They enjoy social situations, such as meal times and care for each other. For example; passing pieces of puzzle and thanking each other. They glow with pride when they complete an activity and particularly enjoy the responsibility when they are chosen to be a monitor at lunch times. Children learn about the wider world and about cultural and social diversity in meaningful ways. For example; they discuss differences of ability through interactive story times. This also helps them to increase their awareness of the needs and feelings of others. They discover elements of different cultures by discussions with visitors. They develop a respect for various languages, including the home languages of other children. Spiritual, moral, social and cultural development is fostered. Children follow agreed codes and demonstrate an excellent awareness of what constitutes 'good manners'. They say please and thank you, and listen carefully to each other. Their behaviour is exemplary. They respond positively to the attention that they receive from staff. They abide by the rules that are pinned up on the wall. These are simple and few, and have been devised by the children themselves.

Children who have special needs receive very good support in the setting. They benefit from the thorough knowledge that the staff have about each child and this means that individual needs are always responded to. Staff implement effective strategies, and closely monitor

concerns. They are experienced in seeking additional support and guidance from local supporting agencies. Children's individual needs are known and respected.

Partnership with parents is outstanding. Children are cared for in accordance with their parents' wishes and they benefit from their parents' opportunities to be involved in their learning. The group provides special sessions where parents participate and develop an understanding of how their children learn and develop. Parents manage the group and are involved at all levels of its operation. They learn about their child's progress through regular informal discussions, by viewing their child's file and attending twice yearly parents' evenings. They learn about the forthcoming educational programme by newsletters, reading clearly displayed information and by talking to staff. From discussions it is evident that parents hold the setting in high regard. There are also excellent systems to share regulatory information with parents.

Organisation

The organisation is good.

Children enjoy their time in a well organised and secure setting where all systems are in place to support their care. They are cared for by dedicated, consistent, conscientious staff who are sensitive and responsive to their individual needs. All children enjoy a range of very worthwhile activities that help them to develop and make excellent progress in all areas. All staff caring for the children are suitable to do so and are very well qualified. The setting meets the needs of the children for whom it provides. All regulatory documentation is in place and is safely and securely stored. Systems are in place to fulfil appropriate procedures when, for example; the membership of the management committee changes. However, the group is developing the system of ensuring that all changes are notified in a timely fashion.

Leadership and management of the educational provision is outstanding. The setting continually reviews and evaluates its practice and clear action planning ensures that improvements are implemented. Staff are supported in their ongoing professional development and they attend training courses to strengthen their knowledge base and enhance the experiences of the children in their care. The pre-school has a clear and worthy vision for the future of further developing their ' Creative First Steps' project and consolidating their partnership with the nearby school. Children benefit from being taught by staff who are enthusiastic about their teaching and who are thrilled and proud when the children make such good progress in their learning.

Improvements since the last inspection

At the previous care inspection the setting was required to make sure high risk foods are stored appropriately and medication policy and records are clear and appropriately kept. This has been fully addressed. All foods, including packed lunches, are immediately stored in clean refrigerators. The policy on the administering of medication has been clarified and procedures are appropriate. They were also required to make sure adults have separate toilet facilities. These are available in the community centre which means that regulatory facilities are met. This has improved the care for children.

At the previous nursery education inspection the setting was required to improve the organisation of the day and establish routines that support children's increasing independence

and their ability to sustain purposeful learning. The setting have created a clear action plan, breaking down the recommendation into effective changes. All have been implemented and as a result children sustain independence and purposeful learning throughout their time in the setting.

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):

- ensure that Ofsted is promptly informed of any changes to the committee
- ensure that safety systems remain effective

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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