



West Moors Pre-School

Inspection report for early years provision

Unique Reference Number	144338
Inspection date	08 February 2007
Inspector	Pamela Woodhouse
Setting Address	West Moors Pre-School, The Avenue, West Moors, Ferndown, Dorset, BH22 0JF
Telephone number	01202 871744
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Registered person	West Moors 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 good.

WHAT SORT OF SETTING IS IT?

West Moors Pre-School opened in 1967 and operates from two rooms in a well maintained portacabin, close to the local school in West Moors. A maximum of 20 children may attend the setting which serves the local area. There are currently 27 children aged from two to under five years on roll; of these, 25 children receive funding for early education.

The setting is open each week day from 09:00 until 15:00 during term time. Parents also have the option of their children attending from 09:00 until 12:30 and 12:30 until 15:00. The setting also operates a summer club two days per week during school summer holidays. Children attend from a wide catchment area.

The setting employs eight members of staff and there are also two voluntary workers. Of these, five hold appropriate qualifications and two are working towards a qualification. In addition, one member of staff is currently undertaking further training to level four.

The setting is a member of the Pre-school Learning Alliance and receives support from Dorset Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well due to the steps staff take to implement good practices. For example, they ensure that children know why they should cover their mouths when coughing and why they must wash their hands before their cooking activity. This means that children can understand the reasons for everyday routines rather than just learning them by rote. There is an effective sick children policy; which means that parents are informed of any infectious illnesses circulating and children are returned to their parents should they become ill during the session. Consequently the spread of infection is reduced. Staff receive first aid training and make sure that they have parental consents to administer medication and seek emergency medical treatment or advice as appropriate. They maintain a record of accidents but these do not always fully describe what occurred or how.

Children learn through food related activities, such as cooking, and snack times, about healthy eating. They discuss with their peers and staff the ingredients they are using for their cooking activity and show early knowledge about foods which are nutritious for them. For example, they say that crisps and chocolate are not as good as fruit. Children eat healthy snacks from a selection of fruit, bread sticks and the biscuits their peers made earlier in the session.

Children are encouraged to lead a healthy lifestyle which includes daily exercise. They move around freely both inside and outside and have good spatial awareness. For example, avoiding collisions with others and making space for each other when performing action songs. They play outside everyday in the well resourced outside play areas and are developing good control of their bodies as they competently pedal their bicycles and cars. Some children can also pedal backwards, controlling their bicycle as they do so. They have opportunities to climb and balance, competently walking across the beams using their arms to remain balanced. Children are developing their hand and eye coordination skills through the use of a range of tools such as pencils, brushes, scissors, cutters and rolling pins. Children can use these competently to complete activities to their own satisfaction; for example, cutting out their biscuit shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a cheerful, warm and welcoming environment which is clean, has good ventilation and natural light. There are many examples of their creative work displayed, as well as posters and photographs supporting their current activities and topics. Children have access to good outdoor play facilities. They have a garden where they play in the summer house and on the

climbing equipment; a safety surfaced playground with sand pit and plenty of space to play with their wheeled toys. In summer months they occasionally use the school field for playing parachute games and for events such as sports day.

Children use a wide range of toys and equipment which support their development and progress. For example, there are child height tables and chairs so that they can sit comfortably at their activities. The toys are clean, safe, suitable and support the Birth to three matters framework and the Foundation Stage curriculum. Children's independence is promoted because they are able to access most of their toys from low storage units.

Children are kept safe due to the suitable procedures which all staff practise. They undertake a risk assessment of the premises each day before the children arrive, which includes checking the outside areas and fire doors. Appropriate safety equipment, such as heater guards and a barrier across the kitchen door are in position, and a fire drill is practised with the children half termly. A log has been introduced to monitor any issues which arise from this. External doors are secured to prevent children from leaving the premises and visitors from gaining uninvited access. The doors are easily opened from the inside for a quick and safe egress in the event of an emergency. The outside areas are secure and enclosed. Children learn to share responsibility for safety. They help to tidy away their toys and sweep up after their creative activities, so that others do not slip on the floor. For example, they sweep up pulses which have fallen to the floor when making musical instruments.

Children's welfare is safeguarded because staff are aware of the importance of their roles to protect them. They are mindful of the pre-school procedures for reporting and recording any concerns and undertake awareness training to ensure that they are up-to-date with current practices.

Helping children achieve well and enjoy what they do

The provision is good.

Children leave their parents happily and have developed positive relationships with their peers and staff. They quickly settle down to a stimulating range of activities which maintain their interest; with staff's unobtrusive supervision make their own decisions about their play. Staff offer appropriate support to encourage younger children to try new experiences; for example, to make a print of their marble painting. They have introduced the Birth to three matters framework for children who do not receive nursery funding and link their activities to this, to ensure that they are appropriate to their development. Staff undertake regular observations and assessments on the younger children and link these to the Birth to three matters framework. They use the information gathered to inform the children's termly reports to parents. However, they are not used to plan for next stage of the children's development to maximise their learning opportunities.

Nursery Education

The quality of teaching and learning is good.

Staff have a secure knowledge of the Foundation Stage of learning. They provide a wide range of suitable activities to support children's progress towards the early learning goals. They plan effectively to ensure that activities offer suitable challenges for the children, adapting these according to their individual stage of development. Staff question children appropriately to encourage them to think for themselves and also to check that they understand. For example, children tell staff what happens when the margarine is rubbed into the flour when making their biscuits. Children's behaviour is managed very well and staff are positive role models to them. They include them in decision making which makes them feel valued and respected. Children are given appropriate rewards for their achievements; for example, a sticker for singing and moving to their action songs well. Staff undertake regular observations and assessments on the children; however, they do not use the information to plan for their progress. Consequently their future learning potential is not fully utilised.

Children are confident and eager to learn; they are self-assured and have high levels of self esteem. They have a positive relationship with their peers and play sociably together, such as when making cups of tea in the role play area. They choose their own toys and tidy away after themselves, taking pride in what they do, for example; sweeping up and wiping tables after their craft activity. Children have good levels of independence and self-care skills, such as being able to put on and fasten their coats.

Children have a good range of vocabulary and confidently speak in large group situations, for example, during circle time. They are beginning to learn that writing is for a purpose as they use pictures and print to identify the contents of their toy boxes. They are beginning to write their own names and are forming recognisable letters. However, they do not always have opportunities to write in their play; for example, making lists in the shop. Children listen well at register time and when playing their musical instruments, following instructions to play their instrument softly, loudly, fast and slow. They thoroughly enjoy stories and eagerly anticipate what might happen next. They are able to re-tell familiar stories and have a good repertoire of songs and rhymes. Children are beginning to develop an understanding of mathematical concepts. They count competently and compare shape and size. For example, they choose compare bears by size, count these and do simple calculations such as adding one more and taking one away. They are beginning to use mathematical language such as more and less. They recognise shape as they join together balancing beams during outside play. They spontaneously make triangular and diamond shapes with the beams and discuss with each other which are long and which are short pieces.

Children are beginning to show an awareness of their bodies through activities which promote an understanding of how they can keep themselves healthy. For example, hygiene routines and adopting healthy lifestyles. They enjoy seeing how they can contort their faces, laughing as they make faces in the mirror and encouraging their peers to see if they can make funny expressions. Children have many opportunities to learn about their own environment and the wider world. They grow seeds and plants in their garden and explore nature in their bug hunts, using magnifying glasses to investigate their finds. They enjoy making three dimensional models using a variety of materials; for example, they carefully make musical instruments with containers, sellotaping the lids and using pulses and pasta to make different sounds. They proudly play their instruments marching and singing to the Grand Old Duke of York before taking them home.

Children have opportunities to use a range of resources to investigate and explore everyday technology; they can operate simple machinery such as cash registers and telephones. Their awareness of diversity is promoted through a range of activities which celebrate other cultures and disability. Children have access to a good range of books which illustrate a range of cultures and traditions through pictures and stories. They use many different media and materials to promote their creativity, including sand, water and collage. Children experiment with different forms of painting, for example using marbles. They carefully roll the marbles and describe the pattern they have made. One child likens a stripy pattern to pyjamas and proudly identifies the colours used. Children immerse themselves in their role play, acting out familiar scenarios with their peers in the home corner. They have access to many resources which enable them to use their imagination and encourage their pretend play; for example, a range of vehicles, miniature world play and dressing-up garments.

Helping children make a positive contribution

The provision is good.

Children's individuality is valued and they receive good support from staff through the high adult to child ratio and key worker system. They are encouraged to access all activities and resources, which are extended or simplified to take account of their stage of development. For example, encouraging younger children to enjoy the feel of paint, rather than producing a picture and discussing the content and how they created their picture, as with older children. Children participate in activities which link to cultural celebratory events, which include Hanukkah and Chinese New Year. These include stories and practical activities, such as cooking and using authentic utensils, to enable children to have different experiences. They have access to a varied range of resources and posters displayed around the room, which show positive images of gender and culture. This helps to promote children's awareness of diversity. Appropriate systems are in place to ensure that children who have special needs have good support. The special educational needs coordinator has undertaken training to familiarise herself with her role. She works with parents and others involved in the children's care to ensure that their specific care and educational needs are met.

Children's spiritual, cultural, moral and social development is fostered.

They are very well behaved. They are developing good levels of confidence and self esteem due to the positive and encouraging attitude of staff. Children are learning how to relate to others and are developing good friendships with their peers. They are considerate towards others; for example, making sure that they do not accidentally kick or bump their peers when practising their action songs and observe the simple boundaries. Children receive good praise and are rewarded with a sticker for their achievements.

Partnership with parents is good.

Children benefit from the positive relationship the staff and committee have with their parents. Parents receive detailed information about the setting in their welcome pack; newsletters and the notice board displays keep them up-to-date with current events. A suggestion box is available for parents to use. Some parents were asked to contribute to the self evaluation of the provision; they were not asked how they arrived at their decisions so that their view could

be used to make improvements. Some parents are involved in the organisation of the setting through their election to the committee; there is an open invitation for non committee members to attend meetings. Minutes are also available to parents so that they know what is happening with regard to the organisation of the provision. Parents are encouraged to be involved in their children's learning; for example, they help their children to plan their journey to pre-school, the route they take and what they pass on the way. This is to support children's learning about their local environment. Parents say that they are very pleased with the provision and comment on the friendliness of staff and committee. They say that they are informed about future events and receive termly reports which track their children's progress.

Organisation

The organisation is good.

Children benefit from an organised environment which promotes their learning and development. Staff are experienced. They attend further training to extend their level of qualification and to ensure that they are up-to-date with current childcare practices. There is a comprehensive recruitment and selection procedure in place, to ensure that those people who work directly with the children are suitable to do so and good adult to child ratios are maintained. Consequently children are well supported.

Children's welfare is safeguarded due to their records and required documentation being in place and stored securely to maintain confidentiality. The comprehensive range of policies and procedures informs staff practice and these are regularly reviewed and amended to ensure that they continue to be appropriate.

The provider meets the needs of the range of children for whom it provides.

Leadership and Management is good.

The management team work in partnership with each other. They are pro-active in ensuring that children receive well resourced and balanced activities to support the nursery education programme. Their ethos of learning through play works well. The management team continually seek to improve the provision, by monitoring and evaluating what is happening; they fund raise to provide resources to enable them to do this. For example, to extend the safety play surface and by increasing children's play resources. The chairperson visits the pre-school most days to monitor the provision, be available for parents and to support staff. This ensures that she is fully informed of events and can immediately address any issues that may arise. Staff development and their training needs are identified and monitored through appraisals. They are positively encouraged to attend training and are very receptive to extending and updating their knowledge.

Improvements since the last inspection

At the last care inspection the provider agreed to; ensure that a record of visitors is maintained and increase play resources that positively reflect cultural diversity and disability. They also agreed to ensure that staff knowledge enabled them to fully implement the equal opportunity policy. They have addressed these issues by; implementing and maintaining a full record of any

visitors to the setting. There is a designated member of staff responsible for implementing and updating staff knowledge of the equal opportunity policy. She has increased play resources to promote children's awareness of diversity.

At the last nursery education inspection the provider was asked to; increase opportunities for children to use and become familiar with information, communication and technology equipment and to foster children's awareness and understanding of different cultures and beliefs; develop a system for sharing the children's records with their parents to increase their involvement with the process of assessment and evaluation of their progress. These issues have been addressed by; developing a science box which contains resources which children can explore and investigate how they work such as calculators telephones, magnets and magnifying glasses. They also use play computers which encourage them to develop an interest in using keyboards. Parents meetings and termly reports have been introduced to discuss their children's progress and to enable them to contribute to their children's records.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 that children's accident records contain sufficient information to fully describe the nature and cause.

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):

- further develop children's observation and assessment records to identify and plan for their future learning (also applies to care).

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