

# Wendover Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	205568
<b>Inspection date</b>	28 March 2007
<b>Inspector</b>	Kathryn Margaret Clayton

<b>Setting Address</b>	Church Hall, Church Lane, Humberston, Grimsby, North East Lincolnshire, DN36 4HX
<b>Telephone number</b>	01472 210154
<b>E-mail</b>	
<b>Registered person</b>	The Wendover Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 inadequate – notice of action to improve. The registered person does not meet 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?

Wendover Pre-school was first established in 1977. It is a committee run facility located in Humberston, near Cleethorpes. It operates from Wendover Church Hall where children have access to a large playroom. Kitchen, toilet facilities and a large outdoor play area are also available. The pre-school opens from 09.15 to 14.15 on Monday, Wednesday and Friday and from 09.15 to 11.45 on Tuesday and Thursday during term times only.

The facility is registered to care for 38 children from 2 to under 5 and currently there are 67 children on roll, including 35 three and four-year-olds in receipt of nursery education funding. The group care for children who have learning difficulties and whose first language is not English.

Seven full and part time qualified childcare staff work at the pre-school. The group is a member of the Pre-school Learning Alliance and receives the support of the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is promoted because the setting mostly follow suitable hygiene routines. For example, staff prepare the tables at snack time using anti-bacterial liquid and ensure children have wipes to clean their hands before eating. Staff promote children's understanding by talking to them about germs and providing a sequence of photographs for children to follow when they wash their hands after toileting. However, children all use the same towel to dry their hands after going to the toilet, therefore there is a risk of cross infection.

Children start to learn about the importance of eating a healthy diet as they eat healthy snacks of fruit with milk or water during the session. They benefit from being active and have daily opportunities to play outside in the fresh air on a suitable range of equipment, such as bikes, scooters and rockers. Children are protected because all staff have an up to date understanding of first aid procedures and there is a stocked first aid kit readily available. Most documentation relating to children's health is accurately maintained, with the exception of the medication record. Parents are not always asked to sign to acknowledge the entry and therefore there are times when they may not be fully informed.

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

The provision is satisfactory.

Children are confident, they enjoy good freedom of movement and can easily access the well spaced areas. They play with a suitable range of activities, with some opportunities to select resources independently, for example, construction toys and play materials. Children remain safe in the pre-school because staff are vigilant, for example, they very carefully monitor all arrivals and departures.

Most aspects of children's safety have been considered. There is a comprehensive risk assessment in place and all areas are checked for safety before use. However, there is a radiator near to the entrance door that becomes very hot and poses a risk to children's safety. Children start to gain some understanding of maintaining their own safety as staff involve them in devising their own rules that help them to stay safe in the pre-school. Children are protected in the setting because staff have a suitable understanding of their responsibilities with regard to safeguarding children and who to contact should they have any concerns.

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

The provision is good.

Children enjoy a wide range of well planned learning experiences linked to both the 'Birth to three matters' framework and the Foundation Stage Curriculum that effectively promote their development and learning. Children relate well to each other and staff members, they are confident and settled in the pre-school. Children are looked after by a caring staff group who put their needs first. The setting effectively assess children's progress through the key worker system. This helps staff members to gain a good understanding of children's attainment and enables them to effectively plan the next step in their learning. Children benefit from a good balance of indoor and outdoor play opportunities.

### **Nursery Education**

The quality of teaching and learning is good. Children are proud of their achievements and their self-esteem is effectively encouraged by staff. For example, staff give out stickers to reward children for doing well. Children speak clearly and confidently and many listen attentively, for example, to a short poem about their hands. Some children are starting to form recognisable letters and enjoy good opportunities to make marks, in the hospital or on the writing table, for example. Interactions with staff are effective in supporting children's learning and staff make sure children also have opportunities to become engaged in activities without support.

Many children show an interest in counting along a number line, for example, and many can recognise some numerals. They carefully complete a range of puzzles and understand simple positional language when completing a computer puzzle. Many children recognise basic shapes, as they complete activities, such as building with bricks. Staff encourage children to sing number rhymes, such as five currant buns in the baker's shop, to help them to start to understand simple problems.

Children explore with interest in the sand and water. They have good planned opportunities to find out about features of their environment when going on nature walks or outings in Cleethorpes. They enjoy noticing changes as plants grow. Children move confidently around the play space. They show good control as they carefully build with bricks and pour water into containers. They use tools, such as rollers, cutters and scissors correctly, for example, when playing with play dough.

Children are very imaginative. Staff support and encourage children as they care for their babies in the role play hospital, for example. Children are enthusiastic singers and enjoy exploring colour and texture using a range of media and materials, although there are not sufficient opportunities for children to express themselves creatively by selecting their own resources.

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

The provision is satisfactory.

Children are cared for in a positive atmosphere where they are valued as individuals and their needs are met. They see suitable images within the pre-school on posters and notices that reflect a diverse society. The encouraging staff group are good role models who help children to learn about acceptable behaviour and as a consequence, children behave well. One example of this is when staff teach children how to be polite at snack time. Children's spiritual, moral, social and cultural development is fostered. Children who have learning difficulties and those for whom English is a second language receive suitable support. For example, the setting are teaching children sign language to help all children to communicate more effectively. Although parents are made aware of how to make a complaint through a written policy, there is no system in place to record, investigate and report on complaints relating to the National Standards.

The partnership with parents and carers is good. Parents receive very useful information about the pre-school, including details of the Foundation Stage Curriculum and what children are likely to learn. There are many other ways parents are informed about the activities provided and how their children are progressing. For example, by seeing planning and children's profiles. Children benefit because parents enjoy good opportunities to be involved in their learning, for example, by sharing books at home or by helping in the pre-school.

## **Organisation**

The organisation is inadequate.

Children are cared for by a well qualified staff group who make a commitment to keep their knowledge of practice up to date by attending training. Staff are well organised, work well as a team and have clearly identified roles. The setting work within the conditions of their registration at all times and have a good range of policies and procedures in place that support the smooth running of the sessions. These are effectively organised and readily available. The leadership and management of the nursery education is good. Staff meet every week to discuss children's progress and through the key worker system plan for the next step in their learning.

Management are continually reviewing the education provision and make changes to help to enhance children's enjoyment and learning opportunities, for example, by re-arranging the layout of the room. All of the legally required documentation is in place, including a register of children's attendance, accident and medication records. However, the setting do not display the registration certificate and the person in charge has not had a criminal records check. This is a breach to regulations and a possible risk to children. Overall, the provision does not meet the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection two recommendations were raised relating to safety and record keeping that have not been addressed. These were to ensure children remain safe when near to a hot radiator and to always ask parents to sign to acknowledge when medication is administered. The setting were asked to consider ways to encourage children to listen attentively, to engage their interest and motivation, and provide a challenge for more able children.

Children's progress, enjoyment and learning opportunities have improved, because they now listen well, for example, at group times and are interested in the activities provided. Through working with key workers and the provision of suitable resources, such as more complex puzzles, children are sufficiently challenged.

## **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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- display the certificate of registration
- ensure all staff are vetted.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### **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):

- provide children with more opportunities to explore creatively by selecting from a variety of resources.

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)