



# Witton Gilbert Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	314201
<b>Inspection date</b>	01 March 2007
<b>Inspector</b>	Julie Morrison
<b>Setting Address</b>	Witton Gilbert Primary School, Sacriston Lane, Witton Gilbert, County Durham, DH7 6TF
<b>Telephone number</b>	07971799575
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<b>Registered person</b>	Witton Gilbert 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 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?

Witton Gilbert Pre-school has been registered since November 2000. It is a committee run group and operates from premises within Witton Gilbert Primary School, which is situated directly off the main road through the village, approximately three miles from Durham. The group is attended by children who live in the local area.

Registration is for 18 children aged three to under five years. There are presently 32 children aged three and four year, on roll, all of which are funded. The group provides sessional day care each weekday from 09.00 to 11.30 and from 12.45 to 15.15, during term-time only.

There are two regular members of staff who work with the children. All staff hold relevant childcare qualifications. The setting receives support from Sure Start, County Durham.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are well cared for in a clean and welcoming environment where they learn the importance of good hygiene and personal care through their daily routine. Adult guidance and discussion encourages children to become increasingly independent in their personal care, for example, washing hands before snacks and after using the toilet. The children have a good understanding of personal hygiene, during role play they discuss washing their hands before cooking so that they do not get germs. Children are protected from the spread of cross infection due to staff's vigilance and well maintained procedures for cleaning. For example, tables are cleaned before and after snacks, clothes are colour coded and staff have completed food hygiene certificates. The effective recording of all emergency contacts, medication permission and accidents promotes children's health and well-being. Staff are aware of the procedures to follow for a sick child, however, there is no written procedure available for parents.

Children enjoy a wide range of fun activities which contributes to their good health. They have regular access to outdoor play which helps to promote their physical development and helps them to gain control over their bodies. For example, running around, riding bikes and playing with footballs. Staff make play outside fun, the children put on fluorescent jackets and help sweep the yard, they draw dragons in chalk and search for dinosaurs that staff have hidden. Inside, the children independently dance and move around to music, as well as some opportunities for planned activities in the school hall.

Children learn about healthy eating through a variety of healthy snacks including, oranges, bananas, fruit and jelly and cartons of milk. They develop increasing independence as they select their name when they are ready for snack and peel their own fruit. Children have free access to jugs of water and beakers throughout the session.

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

The provision is good.

The pre-school is a safe, secure and well organised environment. The corridors and walls display information for parents and are bright and colourful with photographs and evidence of the children's work. This helps the children to feel settled and gives them a sense of ownership of the setting. Careful thought has been given to the layout to ensure children can move around independently and freely explore their environment. Child sized storage, shelves, trays and boxes means that children are able to make choices from a wide range of good quality, developmentally appropriate resources. Staff take effective measures to ensure that equipment is cleaned and checked regularly.

Children are well protected because the staff have good health and safety procedures in place. The arrival and collection of children is well planned, with a secure entrance door, up to date register and record of persons with permission to collect children. The setting has a good range of written policies covering most safety issues, which are understood and implemented by staff. For example, lost and uncollected children, fire procedures, including regular fire drills and

visual daily checks of inside and outside prior to the children arriving. Children are kept safe on outings as staff ensure that risk assessments are done prior to the visit, parental consents are in place, high ratios of staff to children are put in place and staff carry first aid kits and mobile phones with them at all times. However, there is no written procedure in place to promote this.

Children are effectively safeguarded as staff have a good understanding of their roles and responsibilities in relation to child protection. They have a clear written policy in place and a secure understanding of the signs and symptoms to be aware of, and the procedure for reporting concerns.

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

The provision is good.

Children build positive and caring relationships with the staff who respond to their individual needs and are completely focused on them and their play. As a result children are very happy and settled at the pre-school. Their self-esteem is well developed as they receive regular praise for their efforts. They are motivated and interested in a broad range of activities which provide good challenges appropriate to their age and stage of development. Staff join in with children's play, extending their learning as they talk to them. For example, the children role play a Chinese take away, staff give them their order and encourage them to think how much it will be and how long it will take. Children benefit from staff who are committed to their learning and care.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and the stepping stones and use this to provide a range of stimulating activities which support children across all areas of learning. Children benefit from a good balance of child and adult-led activities and staff make excellent use of questioning to extend children's learning. For example, children explore the textures of cooked and uncooked rice, noodles and jelly. Staff ask them what it feels like, smells like and what sounds it makes, they encourage the children to explore with all of their senses. Staff regularly monitor and assess children's developmental progress and use these to inform future planning, however, plans lack clear differentiation for able and less abled children.

Children are keen to learn, engage in play well and are eager to try new experiences, showing confidence as they approach adults, ask questions and share information. Children's communication skills are developing well. They show good speaking and listening skills, and join in enthusiastically with stories, rhymes and songs that they know, as well as looking at books independently. They confidently talk about their families, pets and what they have done on holiday and are developing a clear sense of who they are and the world around them. Children have good opportunities to practice writing and many are becoming quite skilled at writing their name. However, there is little opportunity for children to practice linking sounds to letters, either through planned activities or play.

Children gain confidence in using numbers in their play and most can count reliably to 10 and beyond. They know many shapes by name and learning is reinforced with interesting matching

games and good questioning by the staff. Staff make learning fun for the children, they hide dinosaurs which the children have to find and then calculate how many are missing. The children are developing fine motor skills, they complete simple computer programmes demonstrating good control of the mouse and use scissors and pencils independently.

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

The provision is good.

Children have very good opportunities to learn about the world around them and their local community through a variety of planned activities. For example, the children learn about the Chinese New Year, they take part in dressing up, role playing a Chinese takeaway, trying Chinese food, making lanterns and drawing dragons. An excellent range of resources including books, puppets, dressing up clothes and wall posters are readily available to the children. They have a soft toy dragon 'Figment' who the children take on holiday and report back to the group where they have been. A rich display shows the map of the world and photos and information of all the places that Figment has been to and what he has done. Visits to local farms and wildlife parks as well as visits from police officers and postmen to the pre-school, help the children to gain a good understanding about their own community.

The special educational needs coordinator has a good knowledge of the requirements of children with learning difficulties or disabilities and works with parents and other agencies to ensure that children's individual needs are met. Children behave well and benefit from the calm and consistent attitude of staff. They implement a range of good strategies to promote positive behaviour, such as pre-school rules, positive behaviour stickers and encouraging the children to share and take responsibility for tidying away their toys and cups after snack. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children's learning and care is enhanced through a close working relationship with parents, who speak highly of the care and education their children receive. Parents receive an informative booklet which clearly sets out the pre-school's aims, makes reference to key policies and daily routines. A notice board and regular newsletters keep parents informed about general aspects of the provision as well as information relating to the Foundation Stage. Parents receive verbal feedback and are invited for parents evenings where they have the opportunity to further discuss their child's care and development. A complaints procedure is in place and is effectively shared with parents.

### **Organisation**

The organisation is good.

Children are well cared for in an organised setting which promotes their safety and well-being. Space is used to its maximum potential, enabling children to access resources and activities and make choices about their learning. The quiet areas ensure that children are able to rest if needed whilst their physical development is promoted by access to the outdoor area.

Secure recruitment and vetting procedures are in place to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Good induction systems,

staff appraisals and regular staff meetings ensure that staff work well as a team and are committed to the care and education of the children. Staff attend relevant training course to enhance their personal development and benefit the children. The setting has a comprehensive collection of policies and procedures in place, which are understood and implemented by all staff. Documentation is securely stored for easy access and confidentiality.

Leadership and management is good. The manager has a good understanding of the strengths and weaknesses of the provision and future direction. She is committed to developing the care and education of the children and, along with a supportive staff team, creates a happy atmosphere in which to care for and educate children. Effective systems are in place to monitor children's achievements, this enables staff to be aware of individual children's progress and highlight areas for improvement. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the provider was asked to ensure that the child protection policy statement confirmed that Ofsted is notified in the event of an allegation being made against a member of staff. This has been done, the Child Protection policy includes information regarding allegations against members of staff including notifying Ofsted.

They were also asked to ensure that there was ongoing training and development for staff, that parents were informed and involved in the setting and that they helped children to work towards their full potential. All staff currently attend regular training to ensure that their professional skills and practice are up to date, which benefits the care and learning of the children. They have developed a parental inclusion policy and one parent is currently helping at the setting, there are a variety of ways in which parents are kept informed, including, notice boards, newsletters, parents evenings and informal feedback. Children benefit from a range of stimulating and challenging activities covering all areas of learning.

### **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**

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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 a sick child policy which includes the exclusion of children who are ill or infectious

### **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):

- ensure that there is an operational procedure in place to ensure the safety of children on outings
- ensure plans show clear differentiation to meet individuals children's needs
- develop opportunities for children to link sounds to letter through planned activities and play.

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)