



Wrenbury Pre-School and Out of School Club

Inspection report for early years provision

Unique Reference Number	305453
Inspection date	25 January 2007
Inspector	Sylvia Cornock
Setting Address	Wrenbury House, Nantwich Road, Wrenbury, Nantwich, Cheshire, CW5 8EN
Telephone number	01270 780 368 ext 25
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Registered person	Wrenbury Pre-School Playgroup
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Wrenbury Pre-school and Out of School Club is run by a parents' committee. The pre-school opened in 1975 and the out of school club in 2000. They both operate from three rooms on the ground floor of the School House within the grounds of Wrenbury Primary School. The premises are situated in the rural village of Wrenbury Cheshire. A maximum of 24 children may attend the pre-school and out of school club at any one time. The setting opens five days Monday to Friday each week, during term time. Sessions for the pre-school are 09.00 to 11.30 and the out of school club from 08.00 to 08.50 and 15.30 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 68 children from two to eight years on roll. Of these, 25 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently

has no children with disabilities or additional needs, or who speak English as an additional language.

The setting employs three full time and two part time members of staff who work directly with the children. Four members of the staff, including the manager, hold an appropriate early years qualification.

A teacher from Sure Start supports the setting. They are members of the Pre-school Learning Alliance (PLA), and have strong links with the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children in the pre-school and out of school club are cared for in a warm, stimulating and hygienic environment. They thrive because staff follow effective procedures, which meet the children's individual needs. These include effective cleaning systems to prevent the risk of cross infection, such as the use of anti bacterial spray for cleaning the tables before snack. Children learn the importance of good personal hygiene through daily routines, for example, washing their hands after using the toilet or before snack time. Older children attend to their own personal needs competently.

Adults help the children to gain a thorough understanding of staying healthy, for example, when children use tissues to wipe their nose and disposed of the tissue appropriately. Cross infection is minimised through staff adhering to the sick child policy. Staff are attentive to children's individual needs and ensure these are met.

The effective documentation enables the staff caring for the children to provide consistent care. The system for the recording of accidents and medication administered is in place, however, parents' signatures against the entry for medication are not obtained. This compromises children's safety and well-being.

Children's individual dietary needs are met at all times. A range of healthy and nutritious snacks are provided on occasions, although this is not on an everyday basis and children do not have access to fresh drinking water. This compromises their independence, health and well-being.

The children enjoy an interesting range of planned activities which enables them to develop their capabilities. They are confident when using a range of wheeled and balancing equipment. Children are encouraged to practise their developing skills, as they participate in various games. These early experiences enhance their physical development and nurture healthy living. They are encouraged to play outdoors and experience wet weather conditions on occasion. The children use a range of small tools with increasing control and confidence, for example, paint brushes and scissors. They have many opportunities to explore their environment, and are supported well by the staff working alongside them during play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting provides facilities which are very welcoming. Displays of children's work are bright and attractive helping to develop children's sense of belonging. Children are able to move around safely in the well organised environment. Rooms are arranged well to provide different areas for play. Children have access to a good range of clean, safe and well organised equipment in each room. Toys and equipment are suitable for different ages and abilities, meeting children's needs effectively. Children develop independence as they select from the easily accessible equipment.

Very good safety procedures are in place to protect children from hazards and dangers. For example, the regular practice of evacuations helps children understand how to keep safe in an emergency. All staff know who is the nominated person responsible for child protection. Staff understand their responsibilities to maintain a safe environment and the procedure for recording and dealing with complaints. This helps to ensure that children are well protected. Children learn to keep themselves safe through discussion with staff, for example, about the importance of not running indoors because of the danger of hurting themselves or others. Children display an awareness of safety in the outdoor play areas as they carefully negotiate space and show consideration to others.

Helping children achieve well and enjoy what they do

The provision is good.

Staff establish positive relationships with children, helping them to feel settled and secure. Children benefit from a broad range of activities which promote their good all round development. Skilful intervention from staff encourages children to think and make connections. Children learn to explore and investigate using their senses as they feel the textures of different materials and listen to the different sounds they can make with musical instruments, such as a rainmaker. They enjoy looking at books, being creative and experimenting with mark making. Staff plan activities which has a positive effect on the quality of children's learning. Children in the out of school club are settled and happy as they enjoy the many and varied topics and activities provided. They share and take turns as they develop their own play both indoors and outside. Their creative and artistic work is displayed around the room giving them a sense of belonging. Staff engage and interact well with the children promoting children's development and interests.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals which is reflected in the wide range of varied and interesting activities planned. As a result, children make very good progress. Children are settled and happy due to the calm, positive interaction from staff. They are interested and involved in the activities provided and respond well as staff question them effectively to develop learning. Children are secure in the routines of the pre-school and cooperate well together as they take turns and share using board games. They are becoming confident to talk and express ideas at news sharing time. Children show the ability to communicate meaning through mark making as they happily

'write' in various role play activities. They enjoy stories and selecting books which they share with each other.

Children learn to count and are competent in counting to 10 and beyond. They use their mathematical knowledge to solve simple problems, such as which number picture matches to the board. Children learn to explore and investigate as they plant and grow flowers. They show confidence in using a computer, metal detector and electronic equipment to support their learning. Their physical skills are developed through regular use of a range of outdoor and indoor equipment. However, the recent development of the outdoor play space lacks some opportunities for children to develop their physical skills further. Children play imaginatively in the role play area and express themselves using a variety of media and musical instruments.

Children are proud to show their creative pictures and art work which is displayed around the room, enabling them to revisit their contribution. They enjoy many good opportunities to be creative, such as art and craft, music, movement and role play. They have excellent opportunities and access to messy activities. This supports their fine manipulative and creative skills, such as playing in the sand tray and making models from recyclable materials. The children enjoy using their imagination as they create pictures and large friezes for the wall displays, for example, their contribution to the 'Elmer the elephant' display.

Staff have a good awareness of children's capabilities and in their day to day teaching build on this to develop learning well. Teaching highly motivates children's learning. Staff are extremely confident and self-assured, they work exceedingly well together. They know each other's strengths and where they are to be deployed. This contributes to the good running of the daily routine, inspiring and enhancing all aspects of children's learning. Staff are perceptive to children's interests during self-initiated play and they use questions very successfully to challenge children's thinking and language skills. Children are included in all activities and given a good level of attention with some one to one support. As a result, their learning is developed well. The well planned routines of the day helps meet the needs of all children present, giving them time and opportunities to instigate their own play and learning and enjoy some adult directed activities. The system for recording observations of children's learning are used consistently and effectively in the planning to reflect and build on what individual children know. This information is used to formulate children's profiles, to inform future planning and to identify the next steps for children's learning.

Helping children make a positive contribution

The provision is good.

Children behave exceptionally well as staff give them plenty of praise and support for their efforts and achievements. Staff act as good role models, showing respect and consideration for children and each other. Staff meet individual needs well with regard to behaviour management, offering a clear and consistent approach which takes into account children's stage of development. Children respond well, and as a result show a growing awareness of right and wrong.

All children are included in the activities provided and individual needs are well met. This helps to develop children's confidence and self-esteem. Staff work effectively with parents and

outside agencies to ensure that children who have learning difficulties or disabilities are appropriately catered for and are included, helping to promote their all round development. Children gain awareness of their local environment and the diversity of the wider world through a very good selection of resources and activities that promote positive images. Children's awareness is well promoted through topic work, such as bringing in fruit and vegetables to compliment the theme healthy eating, and activities, such as tasting food from different cultures. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from a very good partnership with parents and carers. A good settling in policy helps children to be reassured and feel that they belong. Parents receive a good level of information about the pre-school and out of school club and its provision. The entrance area and foyer are used well to provide information about day to day events and how children's learning is developed. Photographs of children's involvement in various exciting activities help parents to see how their child spends their day. These also help parents in their knowledge of the six areas of learning in relation to the curriculum. Parents are encouraged to share information about their child when they join the pre-school and continue to share information through regular informal talks with staff. This effective communication between parent and staff helps to promote children's welfare, safety and learning.

Organisation

The organisation is good.

Leadership and management of the pre-school is good. The manager and staff work well together to ensure that children are provided with good quality education. The manager ensures that there are good systems in place for monitoring and evaluating the educational provision. This is reflected in all areas of the pre-school and out of school club and is visibly promoted by staff. This means that children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The strong commitment to improvement is reflected in the programme for staff training and the number of measures planned to further raise the quality of provision. This commitment helps to maintain and improve the quality of care and learning for children.

Most staff are well qualified and have much relevant experience. This has a positive effect on children's learning and welfare. Staffing levels are organised to ensure that they are within the required ratios at all times and that children have a good level of attention and support.

Children are safeguarded as the provider makes rigorous checks to ensure staff suitability before they are employed. Good well written policies and procedures are effectively in place and contribute to positive outcomes for children. Space and resources are organised well to promote children's safety, care and learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last childcare inspection the provider was asked to ensure that the child protection policy and procedure included the telephone numbers for the local social services and police. The

inclusion of the relevant telephone numbers has been included in the revised procedure of the policy document, this enhances the safety and welfare of children.

At the last education inspection the provider was asked to extend the planned use of the outside area to include more opportunities for the children to use the equipment imaginatively, enabling other areas within the curriculum to be further developed. The introduction of extended planned activities incorporating areas of the curriculum, help children to develop their learning and progress.

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):

- consider the introduction of more healthy and nutritious snacks on a daily basis and ensure fresh drinking water is available at all times
- devise a system for the recording of medication administered and ensure parents sign the record book to acknowledge the entry.

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 develop the outside play area to further develop children's physical skills.

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