

Smart Start Wistow Community Pre-School

Inspection report for early years provision

Unique Reference Number	400317
Inspection date	08 March 2007
Inspector	Maralyn Chiverton
Setting Address	Wistow Jubilee Hall, Jubilee Road, Wistow, Selby, North Yorkshire, YO8 3YP
Telephone number	07973 918517
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Registered person	Smart Start Wistow Community Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Smart Start Wistow Community Pre-School was registered in October 1992. It is registered to care for no more than 24 children from two years to under five years at any one time. There are currently 25 children on roll, of whom 20 are in receipt of nursery education funding. The provision is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The provision operates from the Jubilee Hall in the village of Wistow on the outskirts of Selby. The provision serves families from the local community.

The pre-school is open for five sessions a week, Monday to Friday during term time only. Times of opening are 09.15 to 11.45. A lunch club operates Monday and Friday from 11.45 to 1.15. The pre-school has use of a large playroom plus an additional side room, a kitchen area and toilets. There is a large enclosed outdoor play area.

There are three members of staff who work directly with the children, two of whom hold appropriate childcare qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and well maintained setting. They thrive through the implementation of effective hygiene practices and procedures which meet their individual nutritional, physical and health needs well. They are very independent in their personal care and understand that the need to wash their hands before eating and after using the toilet is to prevent them becoming ill from germs. Children are protected from illness through an effective sick child policy and are encouraged to make healthy choices through being offered nutritious snacks, such as fresh fruit, vegetables and cheese. They independently access fresh drinking water and their understanding of the benefits of a healthy life style are well promoted through discussion, role play and simple explanation. For example, the staff say that 'eating apples will keep your teeth healthy and shiny'. Children benefit from well planned activities to develop their physical skills and enjoyment of exercise as well as a comfortable area for rest and relaxation.

Children in receipt of nursery education funding show good awareness of themselves, space and others. They move with good control and coordination in a variety of ways. For example, they participate in obstacle courses and use a variety equipment to develop their skills of balance. Children are beginning to develop a good understanding of the changes to their bodies after exercise through simple activities. For example, after exercise they feel their heart beating faster and discuss feeling warm and being out of breath. They are provided with regular opportunities to use a variety of small equipment with safety, control and coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in a warm, very welcoming and secure environment which is monitored both inside and outside through an intercom system. Effective procedures for the arrival and collection of children and recording of visitors ensure no access to unauthorised persons. Effective deployment of staff, space and resources allows children to move with freedom, safety and independence as well as ensuring all areas are well supervised. Children are offered a wide range of exciting activities as well as a broad, well balanced variety of resources and equipment which are safe, suitable and purposeful. Any in need of replacement are purchased through a reputable company which complies with BS EN standards.

Children's safety and welfare is well promoted through the high priority given by staff to maintaining a safe and secure environment. This is achieved through the implementation of effective policies and procedures, such as health and safety and written risk assessments. Fire evacuation procedures are recorded and practised on a regular basis to ensure children know what to do in case of a fire. When children are playing outdoors staff use two way radios to confirm when children are going out to play and when they are coming in. Children are developing a good awareness of how to avoid accidental injury and keep themselves safe through simple discussion and appropriate questioning. For instance, the staff ask children 'why don't we run inside, what could happen'? Children are well protected from risk of harm through the staff's sound knowledge and understanding of child protection issues and the procedures to follow in cases of concern. A formal recruitment policy procedure ensures all staff receive clearance before working with children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident, independent self-assured learners who relish their time in the setting. They arrive happy, eager to participate and join in with a rich, varied and imaginative range of exciting, interesting activities and experiences. For example, they grow sunflowers, broad beans and carrot tops and complete observational drawings. They take part in hunting for mini beasts and show interest and involvement in what they do. They are very settled and purposefully engaged in their play. Children benefit from lots of support and encouragement, as well as close and caring relationships which significantly promotes their self-confidence and self-esteem. They become involved in both group and individual play and are encouraged to make decisions and think for themselves. Children are well behaved and have a good understanding of right and wrong, which is well promoted through discussion and simple explanation.

Nursery education.

The quality of teaching and learning is good. It is rooted in comprehensive knowledge and understanding of the Foundation Stage as well as the implementation of detailed planning which links into all six areas of learning. A flexible approach to planning and a very good balance between adult and child-led activities allows children to learn at their own pace and make good progress in all six areas of learning. Staff use good questioning skills and additional resources to challenge children's thinking. Children benefit from a wide variety of well planned, focused activities which are evaluated to identify and extend their learning. There are good systems for monitoring and evaluating children's progress through well written observations. The setting has introduced personal lines of development which are used to further children's learning through developing their individual interests and providing activities which link into the early learning goals. However, this is not available for all children.

Children show interest, excitement and good motivation. They enjoy being together in small groups and are confident enough to join in when appropriate. All children assume responsibility for their personal care. They count competently up to 10 and beyond and use mathematical language to describe shape, size and number. Children are able to explore and investigate and effectively learn about the wider world through a range of hands on experiences and focused activities. They are provided with very good opportunities to express their own ideas with regard to creativity. For example, they are able to explore shape, colour and texture in a variety of ways, and they express their ideas freely through music, stories and art and design. Children particularly enjoy participating in the making of large models using a variety of tools to join materials together. All children enjoy singing and use their imagination well in both planned and spontaneous activities. For instance, they build a car wash and use buckets of soapy water to wash their cars.

Helping children make a positive contribution

The provision is good.

Children are highly valued and respected as individuals. Their individual needs are met through an effective key worker system as well as staff's comprehensive understanding of how to raise awareness and promote equality of opportunity. Children are well mannered and behaved. They benefit from the implementation of consistent boundaries that are appropriate for their age and level of understanding. Children are encouraged to take responsibility for their own behaviour through discussion and simple explanation. They are well supported by staff and are

given lots of praise and encouragement. This promotes good self-esteem and self-confidence. Children are able to take turns, share and are beginning to develop a positive attitude as well as a good awareness of their needs and those of others. Children's understanding of diversity and the wider world is well promoted through a range of effective resources and participation in cultural festivals. For example, they celebrate Divali through completing rangoli patterns. The positive attitude of staff and implementation of focused activities ensures children's spiritual, moral, social and cultural needs are fostered.

Partnership with parents and carers is good.

Parents feel welcomed and valued at the nursery and are provided with good, quality information in a parent prospectus. General information about the setting and children's activities is regularly shared with parents who are provided with good information on the Foundation Stage and early learning goals. Parents are always included in what happens at the setting and are encouraged to be involved in their children's learning through providing things of interest to link in with planned topics. They receive both formal and informal information about their child's progress as well as a termly newsletter. Parents have their own notice board as well as access to a suggestion box where they can record any concerns, as well as any views and ideas. All staff ensure that the best interests of children and parents are paramount, which allows children and parents to make a very positive contribution to the provision.

Organisation

The organisation is good.

Children benefit from a well managed and organised provision. They access all toys and activities freely and independently through well utilised space and effective deployment of staff, resources and equipment. All staff are enthusiastic, motivated and are fully aware of their role and responsibilities. They are skilled and actively contribute and involve themselves in children's learning which provides a very good contribution to children's, enjoyment, achievement, and the ability to take an active part in the setting. There are very good contingency plans in place to cover for staff absences to ensure there is always consistency of care. Staff work well in partnership with parents and as a team. This ensures all children's individual needs are met and they are offered very good continuity of care and education. Well written, detailed policies and procedures, which are clearly understood and implemented by all staff, effectively promote the care, welfare and safety of all children who attend. However, the information for parents does not include the recent changes to the provision with regard to the new deputy.

Leadership and management is good. This has a positive impact on children's progress. The setting has a clear vision which is shared with staff and steers the work of the setting. This ensures a shared purpose and collaborative approach to children's care and education based on the 'Curriculum guidance for the foundation stage'. There is a strong commitment to improvement, training and the professional development of staff. They recognise that self-evaluation is the key to continuous improvement and use the information to monitor and assess the provision of nursery education. They identify their strengths and weaknesses as well as areas for improvement and act upon their evaluations to make improvements. They set clear, realistic targets and evaluate the impact on children's well-being and learning through the actions taken.

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

Improvements since the last inspection

Following the last inspections recommendations were in place to improve children's safety through ensuring the complaints and child protection procedures included the relevant information with regard to informing Ofsted of any concerns.

Since the last care inspection the setting has taken very positive steps to improve children's safety. For example, the complaints and child protection procedures now include all details about the regulatory body as well as the procedures for informing Ofsted of any concerns with regard to child protection.

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):

- review all policies and procedures and ensure up to date information about the provision is included.

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):

- review the existing procedure for recording and monitoring children's progress to ensure the learning for all children who attend is extended.

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