



Weedon Bec Pre-School

Inspection report for early years provision

Unique Reference Number	220245
Inspection date	19 January 2007
Inspector	Jan Burnet
Setting Address	West Street, Weedon, Northampton, Northamptonshire, NN7 4QU
Telephone number	01327 340991
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Registered person	Weedon Bec 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?

Weedon Bec Pre-School is a voluntary group, run by a management committee. The pre-school has operated from Weedon Bec village hall for over 20 years and the current committee registered the group in 1998. Children play in a large hall and an adjacent room and have access to a secure outdoor play area. The pre-school is open each weekday from 09:00 until 12:30 during term time only. Sessions for children starting school in the next school year are offered two afternoons from 13:30 until 16:00 during Spring and Summer terms only.

A maximum of 26 children aged from two to under five years may attend at any one time. There are currently 39 children on roll and of these 26 receive funding for nursery education. Children attend from the local and surrounding areas. The pre-school supports children with disabilities and learning difficulties and children who speak English as an additional language.

A team of seven staff, including the leader, work with children and four hold early years qualifications with three working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are aware of good practice with regard to hand washing and health and hygiene routines are addressed well by staff. The risk of cross-infection is minimised because parents are aware that their child should not attend if he or she has a contagious illness. Children are well protected in case of accident because all staff members hold in-date first aid certificates. The risk to children from unsafe food is minimal due to good food hygiene practices. The organisation of snack time is excellent as it encourages children's independence, incorporates social, language and mathematical development and promotes healthy eating. Between 10:30 and 11:30 a 'smiley face' is displayed in the kitchen corner of the large playroom to acknowledge that snack time has begun and a designated table seats up to eight children and a staff member. Children select their own name card and place it at the table and then go to wash their hands. On return they take a plate and then, from a different table, they select from for example, plates of ham sandwiches, celery, potato snacks and apple. In front of each plate are number cards to guide children as to how many of each kind of food to count on to their plates. Children are keen to select their food and healthy options are discussed. The snack-time is treated as a social occasion.

Children's emotional well-being is given a high priority and staff offer good support and encouragement. All children are settled and happy. They are developing physical skills and confidence when regularly using climbing, sliding and swinging equipment at the village park, which is easily accessed across a playing field from the village hall. Within the hall children regularly use a wooden climbing frame and slide, tunnel, sit and ride toys and balancing equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a welcoming environment and a good range of equipment, resources and activities are organised in the spacious village hall. An adjacent room is also used for activities suitable for older children. Children are developing independence as they address their own personal hygiene needs with easy access to toilets, and they are able self-select some resources.

Equipment is safe and in a good condition and risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and satisfactorily addressed. Children are learning how to keep themselves safe, for example, safe use of climbing and sliding equipment, and they are gaining a good awareness of the fire procedure because it is practised regularly. They are safe from unwanted visitors and cannot leave the premises unsupervised because security is addressed well.

Children's well-being is appropriately safeguarded because staff have a working knowledge of abuse and neglect and are aware of their responsibilities with regard to referral. However, the contact names and telephone numbers for the local police and social services department are not included in the written child protection procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and keen to be involved. Staff create a stimulating environment and children confidently select, enjoy and get involved in activities. They benefit from a well-balanced routine and the good organisation of different group times for older and younger children, that allows all to develop their talking and listening skills. A good balance of adult led, adult supported and child initiated activities are organised. Children select resources and readily engage in conversation with other children, staff and visitors. They achieve well because staff use their knowledge of child development and the Curriculum guidance for the foundation stage to provide good quality early years education. Staff work as a team to support and inspire children to become independent learners.

Resources and equipment effectively meet the needs of all children as they are used in different ways according to children's different levels of development, for example, large equipment for physical development within the setting challenges all children and regular use of equipment at the park extends older children. Manipulative skills are good with daily use of moulding, building, threading toys, crayons and pencils. Children enjoy story times, with visual aids used effectively by staff, and they are developing speaking and listening skills during daily 'show and tell' sessions. Children count and name shapes and colours during their play.

Staff regularly record observations and assess children's development. A folder is kept for every child and contains assessment records, information from parents and examples of the child's "work". The interaction between the staff and the children is very good.

Nursery Education

The quality of teaching and learning is good. Staff plan effectively for three and four-year-old children and ensure that they are able to access a range of resources, which support their learning across all of the six areas of learning. Children extend their thinking and learning because staff consistently ask open-ended questions. Children are sociable, confident and inquisitive. They show independence in choosing from a wide range of activities, addressing their own hygiene needs and choosing when they would like their snack and what they prefer to eat. Some friendships have formed and children play cooperatively together or play happily alongside others with or without adult support. Children are gaining a good awareness of how other people live because they celebrate different festivals, share information on their families and talk about events at home. They are aware of behaviour boundaries and 'golden rules' that include washing hands before snack and after using the toilet, using kind hands and respecting other people.

Pencil control is developing well and children use writing in a variety of ways, for example, in the role play cafe, restaurant, shop, dentist, and doctor's surgery. Name cards are used effectively

to develop the link between sound and letter, children enjoy stories and select books and handle them well. They count throughout their day and they are learning numerals with a range of resources and in practical activities, for example at snack time when different types of food are labelled with an amount that each child should select. Children are developing an awareness of calculation and size, for example, grouping, counting and separating table top toys and discussing "more " and "take-away". Children enjoy singing and dancing and use their imagination when moving to music. They experience a variety of opportunities to explore and investigate and develop their senses within their setting. They explore the local environment as they visit shops and the park and acknowledge the change of seasons on nature walks. Children have daily access to a computer and are developing good control of the mouse.

Staff ensure that children's activities and opportunities for learning link well to planned themes that include; phonics and rhymes, ourselves, how things grow, life cycles and sensory experiences. Three and four-year-old children experience a variety of activities that promote learning and aids their development. The needs of "rising 5s" are well met during the morning sessions alongside younger funded children and two-year-olds, but their needs are very well met during afternoon sessions that are planned specifically for their needs and the maximum in each group is 10, with three staff. Staff use observation and assessment and information from parents effectively to identify where each child is at along the stepping stones that lead towards the early learning goals. In general terms, key workers identify the next steps for most children but potentially progress is compromised because sections on 'next steps' and 'targets' in assessment records have not been completed.

Helping children make a positive contribution

The provision is good.

Children's different needs are well known by staff because admission information is thorough and communication with parents is good. Staff ensure that they put into practice the Equal Opportunities Policy which identifies that all children can flourish and all contributions are valued. Children's spiritual, moral, social and cultural development is fostered. Staff are proactive in ensuring that children learn to value similarities and differences between themselves and others, for example, by celebrating a range of religious and cultural festivals through the year. Children are also gaining a good awareness of diversity as they have access to a variety of resources that reflect positive images. Children with disabilities and learning difficulties are very well supported to ensure that they are able to reach their full potential and staff work in partnership with parents and other professionals to ensure that they are effectively challenged. The admission form asks parents, "is there any way you feel your child can be made more welcome and able to take part in activities?"

The partnership with parents is good. Parents play an active part in their child's care and education. In order to help their child feel settled and secure, they are invited to spend a morning in pre-school with the child, they are provided with a comprehensive prospectus and welcome pack and flexible admission procedures are offered to meet the needs of different children. The prospectus contains information on staff, the Curriculum for the foundation stage, the key worker system and a list of policies that are contained in a folder kept on the front desk. Initially parents are asked to share what they know about their child's development and

they are aware that assessment records are kept and they may access them at any time. A newsletter for parents each half term includes information on the planned topic, festival celebrations and 'show and tell' sessions. Parents are also provided with a copy of the medium term activity plan. They are invited to attend as helpers and are aware of the settings policies and procedures, including the complaints procedure. However, parents are not aware of revised regulations with regard to complaints procedures and records and this potentially has an effect on the quality of care.

Children behave well. They play cooperatively with others and are learning to share and take turns. An egg-timer is used effectively, and independently by older children, to take turns on the computers. Children are praised for desirable behaviour, for example, kindness and willingness to share. Their self-esteem is given a high priority and so staff ensure that they are never humiliated and management of behaviour strategies are always appropriate for age and stage of development, for example, distraction, discussion and withdrawal from a situation. Staff ensure that they are consistent, are positive role models and support children in identifying what was wrong in different situations and how to cope more appropriately.

Organisation

The organisation is good.

The provider ensures that staff enhance children's care and education with the quality of organisation. Leadership and management is good. The leader and staff team demonstrate a commitment to continually monitor, assess and improve the service provided. Staff demonstrate a sound awareness of the Curriculum for the foundation stage and they work well as a team to support and inspire children to become independent learners. All are clear of their roles and responsibilities. Key issues raised at the last inspection have been addressed well and improvements include a new system for observation and assessment and parent access to children's records, a review of the activity planning system, development of an outdoor play area, new resources, staff qualifications, successful accreditation and a web site built. The pre-school receives support from local authority representatives and a record is kept of advice offered.

Children benefit from a good staff to child ratio and a team of staff who demonstrate a strong commitment to improving their skills and knowledge by regularly attending training. Procedures for recruitment, selection and induction are clear and all staff are aware of policies and procedures. The staff team and committee members review policies annually and most contain all required information. Meetings for staff only, and ones involving the committee are held regularly to review and improve the service provided. The organisation of space, routines, resources and activities is good. All legally required documentation is in place and is kept up to date and in good order. Overall, children's needs are met.

Improvements since the last inspection

At the time of the last care inspection the provider was asked to develop staff knowledge and understanding of child protection issues and ensure that the child protection procedure complies with local Area Child Protection Committee procedures. Children's welfare is satisfactorily protected because these recommendations have been addressed. However, the written procedure

does not include police and social services contact information. The provider was asked to include the telephone number of the regulator in the complaints procedure. This recommendation has been addressed.

There were four key issues raised at the time of the last education inspection. The provider was asked to improve planning and assessments to ensure they link more closely to the stepping stones and ensure that planning for all children focuses on their individual learning needs. Children's educational needs are met because this has been satisfactorily addressed as systems for activity planning and child assessment are good. However, children's records do not show plans for the next steps in learning. The provider was asked to develop the use of evaluation to monitor the quality of education and teaching and to improve the challenges set for children, particularly in the areas of physical and mathematical development. These issues have been addressed as activity planning sheets include a section for a written evaluation and children's mathematical and physical development is good. The provider was asked to review the information given to parents with regard to specific learning intentions and their children's progress towards the early learning goals. In partnership with parents, staff provide good information on the Curriculum for the foundation stage and involve parents in their child's 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 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 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):

- review the written child protection statement to include contact names and telephone numbers for the local police and local authority social services department
- review the written complaints procedure in line with revised regulations October 2005.

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):

- extend assessment records to include the completion of 'next steps' and 'target' sections for all children.

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