



Wollaton Village Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	254679
Inspection date	12 March 2007
Inspector	Ann Keen
Setting Address	Wrights Institute, Wollaton Road, Wollaton, Nottingham, Nottinghamshire, NG8 2AN
Telephone number	0115 9288400
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Registered person	Wollaton Village Pre School Playgroup Committee
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Wollaton Village Pre-School opened in 1963, it operates from the William Wright Institute building in Wollaton, Nottingham. The pre-school have access to a playroom, kitchen facilities, toilets and outdoor play areas at the front and rear of the building. Car parking spaces are available adjacent to the pre-school.

The facility operates term time only from Monday to Friday, offering a variety of sessions including Busy Bee Early Learning sessions for all ages. Sessions run in the mornings from 09:05 to 11:35 and afternoons from 12:30 to 15:00. A lunch club is available Monday to Friday allowing children to come for a six hour session.

There are currently 45 children from two to five years on roll, this includes 42 funded children. Children attend a variety of sessions. The setting supports children with special needs and children with English as an additional language.

The group is managed by a parent committee who employ seven members of staff, six in childcare and one administrator. The senior supervisor has an NVQ level 3, one member of staff has NVQ level 2 and the rest of the staff are working towards childcare qualifications. The setting receives support from the Nottingham City Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's welfare is promoted well because staff respond to accidents appropriately and they record them carefully. Children are able to receive prompt attention as sufficient staff hold current first aid certificates ensuring children receive suitable care. Any children who become ill at the setting are appropriately cared for while they wait collection. Children are well protected because records are usually kept meticulously. Parents give permission to staff to administer medicines and normally the parents and a witness sign to confirm the dosage given. However, occasionally a parent has not signed for medicines given to children leaving children at risk. Children are provided with mid-session snacks. They enjoy crumpets and freshly prepared fruit so they are suitably nourished. The pre-school provides sufficient drinks which children can access at any time so children do not go thirsty.

Children are protected against infection well because staff follow suitable hygiene practices. Tables are wiped before eating and children are learning to wash their hands carefully. Children use paper towels for drying their hands to avoid the spread of infection. Children are cared for in a generally well-maintained environment, therefore promoting appropriate health care. Children have a suitable range of resources to support their physical development. They play on wheeled toys and enjoy using the climbing frame and slide to develop their muscles and extend their imaginations. Children's control of handling small items like playdough tools and writing implements is developing their manipulative skills well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a welcoming, safe and secure environment. Staff are vigilant in ensuring that children are kept very safe. They are well protected from intruders because the entrance to the building has an alarmed gate and requires a staff member to open the door. Children are unable to exit the premises easily on their own as the outside area is securely locked. Children play in a light room with a suitable amount of space in which to move and play. This helps to ensure that children are well protected from hazards. The equipment and resources are child height and accessible, developing their independence well in choosing the activities available, reducing the risk of accidents. All equipment is fit for purpose and children

have access to a good range of resources. They have separate chairs for snack avoiding the possibility of accidents through constantly moving chairs around.

Children's safety is well promoted as staff supervise the children very well. Staff ensure positive steps are taken to promote all aspects of safety both inside and outside. Children are appropriately safeguarded from harm as the facilities are regularly checked and toys are examined as they are put out each day to ensure they are not broken or damaged. There is a clear and comprehensive child protection policy and staff are knowledgeable about their roles. They are fully aware of the authorities to contact in case of concern. Appropriate recommendations are adhered to with regard to fire safety including an evacuation plan.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily and settle quickly. They respond well to staff, thus developing their confidence and creating a pleasant, relaxed atmosphere. Staff value what children have to say and engage in meaningful conversations which promotes children's self-esteem effectively. Children develop a sound range of skills and knowledge through the experiences provided for them. Staff praise them so children feel relaxed, confident and content. Children's behaviour is managed well which means the atmosphere in the pre-school is calm allowing children to play confidently. Children are sociable and keen, playing enthusiastically on their chosen activities. They are learning to be skilful communicators as they converse with staff and each other, discussing their 'blood pressure' and the need to stay in bed at the hospital.

Nursery Education

The quality of teaching and learning is satisfactory. Staff generally have a clear understanding of national guidelines for the Foundation Stage which supports children's learning satisfactorily. Planning is organised around the six areas of learning to provide children with changing activities such as playing with playdough, puzzles and role-play scenarios. Children's learning is moved forward by staff asking questions and helping them to challenge their ideas in focused activities or by experienced staff. However, all staff are not always sufficiently aware of the learning intentions of every activity so that they can focus on children's learning effectively. For example, children are not always challenged to develop their physical skills.

Staff generally use suitable methods to help children learn; they offer them some independence in choosing activities from those provided. Staff generally assess the children's progress and they identify children's achievements in planning future activities. Children benefit from the suitable range of resources provided helping them with sound opportunities to explore, experiment and play. Staff give children sufficient time to consolidate their learning and finish their individual games, which allows children to finish colouring their pictures, making a playdough model or completing a construction. Staff are clear in their expectations for good behaviour. They provide consistent support to help children understand boundaries and expectations, for example, they expect children to sit down to eat.

Children are interested in the activities on offer, they participate enthusiastically developing their confidence well. Children's personal, social and emotional development is well supported

through kind and positive encouragement by staff. Children are well behaved. They are interested in stories and generally listen well, ensuring they understand the nature of books. They participate in suitable activities to learn to make marks such as playing in the 'hospital', thus creating the early stages of writing. They make representations of their ideas like making Mother's Day cards. They watch adults write in order to help them understand that writing moves from left to right in English. Children learn to recognise their names or the symbols on their drinks cups so developing the early stages of reading well.

Children learn to count in the course of their play with experienced staff by counting one, two, three to get ready to jump off the barrel. Children have adequate experience of technology and they look forward to receiving their new computer linked to the internet. Children create their own constructions effectively from commercially produced materials helping them to experiment with designs and how pieces fit together. Children are given the choice of going outside every day but their physical skills are not always sufficiently developed through clear guidance and thorough teaching. Consequently, children are not always helped to move forward sufficiently in developing their skills along the stepping stones of the Foundation Stage. Children sing their own songs, supporting their creative skills. Through using role-play and small world scenarios, like the 'airport', children generally learn well to develop their imaginations.

Helping children make a positive contribution

The provision is good.

The pre-school welcomes children with special needs and they are committed to provide for children's individual needs and promote equality of opportunity. Children with special educational needs are particularly well supported. Children receive good quality care because staff are very aware of the need to ask for advice from professionals and ensure children receive appropriate help. The staff are aware that some children have learning difficulties or disabilities and take appropriate action.

Children with English as an additional language are also especially very well supported. Staff work effectively in co-operation with parents in these cases. Children's well-being is promoted because staff encourage parents to stay with their children ensuring they are happy and relaxed. The development of suitable behaviour is given high priority by giving children appropriate boundaries so they are clear about the expectations of them. Consequently, children successfully learn the difference between right and wrong. Children's spiritual, moral, social, and cultural development is fostered.

Overall, the partnership with parents is satisfactory. They receive a welcome pack and the staff note children's likes and dislikes, allergies and information that staff need to know to make the children's stay in the pre-school safe. They receive newsletters. Parents are encouraged to be involved in the pre-school and some of them spend time supporting their children's learning well. Parents are provided with suitable information about the pre-school and the children's care is well provided for. Parents are given information about the nursery education provided. However, parents are not well informed about their children's achievement and progress with regard to the Foundation Stage.

Organisation

The organisation is satisfactory.

Children's care is enhanced by sound procedures. The setting have a range of policies and suitable documentation in place which generally reflects the care of children well. These include a fire evacuation policy, health and safety, child protection and behavioural policies. Overall children's needs are met. Contact details are kept accurately so children are safeguarded and carers can be quickly contacted in emergencies. Registers are well maintained. This helps to safeguard children. The space is well organised to allow children to experience a generally good variety of activities and provide for their individual requirements. Staff are fully involved with the children at all times and sound systems are in place to maintain good ratios of staff to children.

The leadership and management of nursery education is satisfactory, generally supporting the children's achievement sufficiently well. Half of the staff are new to the provision and sound leadership is provided so children have a suitable range of developmentally appropriate activities. New staff are acquiring appropriate childcare qualifications and are developing clear expectations to support children. However, although they are helpful to children and supervise them very well they are not always supported in assuring they are clear about the specific learning intentions for the Foundation Stage. Children's learning is enhanced through the pre-school's ability to assess its own strengths and weaknesses reasonably accurately. They have regular staff meetings and are identifying their own future developments.

Improvements since the last inspection

There were five recommendations from the last care inspection. They related to the accuracy of the register, the incident book, the accessibility of the resources, the toilet facilities and nappy changing facilities. Children are now safeguarded well as records of injuries are confidential and signed and the register is accurate. The physical environment has improved offering children adequate space and necessary facilities by providing suitable nappy changing and toileting facilities. Children's independence is being developed satisfactorily as children are allowed some opportunities to select their own resources, this particular recommendation also relates to the nursery education inspection.

There were four recommendations from the last nursery education inspection. They related to opportunities to link sounds to letters, developing children's mathematical skills in the area of calculation and planning of the outside area. Some improvement has been made in these areas. The accessibility of resources also relates to the previous care inspection. The change of assessment procedures assures that children receive some opportunities to link sounds to letters and develop mathematical calculation, thus ensuring improvements to children's mathematical and language development. Planning of the outside area is still not well developed as all staff are not fully aware of the learning intentions of those activities, therefore children are not gaining full benefit from the activities on offer.

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 by 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):

- ensure records of all medicines administered to children are signed by parents.

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 all children experience regular opportunities for physical activity to develop their control and co-ordination
- ensure parents are well-informed about their children's progress along the stepping stones
- ensure all staff are aware of the learning intentions of all activities.

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