



Wroxall Pre-School

Inspection report for early years provision

Unique Reference Number	119787
Inspection date	26 February 2007
Inspector	Doreen Forsyth
Setting Address	Wroxall Primary School, Castle Road, Wroxall, Isle of Wight, PO38 3DP
Telephone number	01983 854881
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Registered person	Wroxall Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Wroxall Pre-school opened in 2001. The pre-school operates from a purpose built unit at Wroxall Primary School in the village of Wroxall, Ventnor, on the Isle of Wight. The pre-school is managed by a committee.

The pre-school provides care for up to 25 children aged between two and five years old from Monday to Friday during school term times. The sessions are from 9.00 until 11.30 and from 12.30 until 15.00. There is an additional daily lunch club. Currently there are 18 children on roll including 14 who are in receipt of government funding for nursery education. The pre-school welcomes children that may have disabilities or learning difficulties, or that speak English as an additional language.

There are five part-time members of staff that work with the children, they all have relevant qualifications at level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy, protected from infection, and are well taken care of if they have an accident, because staff follow current and appropriate health and hygiene routines and procedures. Children begin to learn to follow good hygiene practices such as washing their hands before eating and after using the toilet. All the policies and procedures that help to ensure children's health and well-being are in place.

Children learn about healthy eating. At their daily snack they are offered fruit and vegetables or dried fruits, they are encouraged to drink milk or water; however they do not have easy access to drinking water at other times during the session. When they have their snacks and packed lunches children discuss what are healthy foods with staff. If children have allergies or special dietary needs these are well recorded.

Children have very good opportunities to play outside and to take part in regular physical activities. There is an attractive attached outside play area, where children can run, move freely and use different wheeled toys and other resources. They can play outside whenever they wish during the pre-school sessions. Children also take part in P.E. activities in the school hall, and have regular opportunities to use the challenging adventure playground equipment in the school grounds which helps to develop their large muscle control. Children practise controlling their small muscles when using a good range of different tools and materials such as digging with spades in the sand, controlling paint brushes and pencils, or threading beads.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very warm, welcoming and child-centred environment. There are interesting posters and attractive displays of children's work throughout the setting. Children are kept safe and secure both when playing in the enclosed garden and when indoors. Staff also ensure children are kept safe when they play in the attached school grounds and adventure playground. Staff regularly risk assess the premises and grounds, they have identified and minimised any potential hazards. Good health and safety procedures are followed, for example, children regularly practise how to evacuate the premises in an emergency.

Children enjoy using a very wide range of suitable and safe resources, toys and equipment. Staff regularly check these for safety. The good range of resources provided promotes children's progress in the Foundation Stage of learning.

Children are well safeguarded because staff understand their role and responsibilities in child protection and are able to put appropriate procedures into practice when necessary. Some staff have attended safeguarding children training. All required contact details and procedures are

in place, but parents are not informed of the pre-school's role in safeguarding children before children start at the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, settled and confident in their surroundings; they enjoy their time at pre-school. All children take part in a very good range of age appropriate activities that support their development and learning. Staff help children learn in all six areas through the everyday activities presented and the organisation of the playroom into learning areas. Staff use the 'Birth to threes matters' framework to plan and record the progress of younger children in the pre-school and then link this to the Foundation Stage of learning for children aged three and over. The setting provides very good adult/child ratios, because of this, and because there are low numbers of children attending at present, staff get to know the children very well and are able to provide for their individual needs extremely well.

Teaching and learning are good. All staff in the pre-school are very experienced, they have good knowledge and understanding of how children learn and develop and understand how to present the six areas of learning very well, although children's freedom in creativity is not promoted as well as other areas. Most adult led activities are based on different half termly themes. All planned activities are flexible to allow children's spontaneous play and learning to develop. The planning used promotes all areas of learning, but does not clearly show learning intentions for adult-led activities. Staff observe the children's learning and the children's key workers record and assess the children's progress. Staff use these observations to identify any gaps in children's learning and to ensure their individual learning needs are met. Staff find out from parents where children are in their learning when they first start at the setting, enabling them to build on what children already know; but this is not always when children are first starting out along the stepping stones towards the early learning goals.

The children quickly learn to be independent. For example, they are encouraged to see to their own toileting needs and wash their hands; they put on their own coats for outside play; pour their own drinks at snack time and usually choose their own play activities and resources. They work together and are learning to co-operate with each other such as when they tidy up at the end of the session. They share and take turns well. They are very proud of their achievements, for example, they like to save models they have made to show their parents at collection time. Children are learning to recognise and to write their own names very well. They have good opportunities to write and mark make in their play. They enjoy books and stories, there is a comfortable, well presented book corner where they often listen intently to stories in small groups. Children talk with confidence and are able to clearly express their ideas and thoughts in words.

Staff promote children's learning in mathematical development very well. Children constantly use mathematical concepts and language in their play; they sing number rhymes and songs such as 'ten green bottles' they solve positional problems and compare sizes when building with bricks or using the train set. Children confidently use different information technology resources to support their learning such as tape players and computers. They learn about their

environment and the wider world through their topic work and planned activities such as searching for bugs in the garden, or using the local post office to post letters to themselves.

Children enjoy role and imaginative play, they dress up, use small world resources and role-play in the shop or office. They sing songs from memory and have free access to different interesting musical instruments. Children have opportunities to use a wide range of craft and creative resources, but they do not have free access to these resources and their own creative ideas are not always fully encouraged. Children's physical development is fostered well. They use many good resources to practise their climbing and balancing skills. They use malleable resources such as sand or play dough and different tools with increasing control and co-ordination.

Helping children make a positive contribution

The provision is good.

All children are valued and welcomed into the setting, including any that may have learning difficulties or disabilities. The pre-school has a well trained Special Needs Co-ordinator in place. She ensures that the learning needs of all children are met as far as possible, she works closely with outside agencies and parents. The setting has a good equal opportunity policy which is shared with parents. Children are helped to learn to value diversity through some of the resources in the pre-school, such as displays, dolls, small world toys and books, and through the people they meet in the setting. They have opportunities to celebrate and mark their own and other's special events, such as Chinese New Year, winter festivals, Easter and Mother's day.

Children are encouraged to behave appropriately and to consider the needs and feelings of others. Staff constantly praise and value children's good behaviour and achievements, they encourage children to empathise with others and discuss with them why some behaviour is not acceptable. They talk about being kind to others and how others might feel. Staff are skilled at promoting positive behaviour, they provide good role models to the children. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is good. Parents are very involved in the life of the pre-school. Many sit on the pre-school management committee or help with fund raising events. Parents are kept very well informed. They receive regular newsletters and are provided with an informative parent's information pack. They are encouraged to spend time in the pre-school and settle their children. The manager is usually at the door at arrival and collection times to exchange information with parents as necessary.

Displays in the playroom are used to explain to parents about the 'Birth to three matters' framework, the five outcomes for children and the early learning goals. The children's topic web is given to parents so they are kept informed about what their children are learning about each half term. Regular meetings are organised with each child's key workers so that parents can discuss their children's progress and learning and share their knowledge of their children's learning at home. However, parents are not often given suggestions of how they can be involved in their children's learning.

All the pre-school policies and procedures are available for parents in a folder in the foyer, this includes a suitable complaints procedure and log book.

Organisation

The organisation is good.

Children are cared for by staff that are vetted and suitable to be with young children; they are very well trained and have good experience in childcare. Suitable vetting, recruitment and induction procedures contribute to children being cared for by staff with good knowledge and understanding of children's development. All the documentation, records, policies and procedures that help to promote children's health, safety, enjoyment and well being are well kept. Staff, children's, volunteers and visitors attendance is suitably recorded, however, some detail is missing. The very good adult/child ratios that are always maintained positively support children's care, learning and play. The provision meets the needs of the range of the children for whom it provides.

Leadership and management are good. The manager, who is supernumerary, ensures children benefit from the smooth and efficient organisation of the pre-school. The pre-school committee actively support the setting taking on roles to assist in the organisation of the pre-school. The chairperson and manager have a clear vision for the future of the pre-school and are committed to continuous improvement. The staff form a strong team, their strengths are acknowledged and valued. They are encouraged to attend training to update their skills and expertise. Regular appraisals are used to discuss staff development and training needs. The chairperson is often in the setting so is able to observe and monitor the provision offered. The pre-school has a very good relationship with the attached primary school and values feedback from the staff there.

Improvements since the last inspection

At the last inspection the setting was asked to protect children from the pond in the grounds; the pre-school is no longer at premises near to a pond. At the last nursery education inspection the pre-school was set a point for consideration in improving the nursery education, concerning the use of observations and assessments in planning for children's next steps in their learning. Staff record, observe and assess children's progress very well, and use these observations when planning activities, helping children to move on to the next steps in their learning.

Complaints since the last inspection

Since 1 April 2004 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):

- ensure children have easy access to drinking water
- inform parents of the pre-school's responsibilities regarding safe-guarding children when children are enrolled into the setting.

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):

- provide children with more opportunities and freedom to express their own creativity in craft and creative activities
- use information gathered from parents to find out where children are in their learning when they first set out on the stepping stones towards the early learning goals.

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