

Wygate Foundation Nursery School

Inspection report for early years provision

Unique Reference Number	EY240956
Inspection date	20 March 2007
Inspector	Sandra Hornsby
Setting Address	Spalding Primary School, Woolram Wygate, Spalding, Lincolnshire, PE11 1PB
Telephone number	07886 895573
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Registered person	Wygate Foundation Nursery 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?

Wygate Foundation Nursery School opened in 2002. It operates from two mobile classrooms within the grounds of Spalding Primary School. The nursery is managed by a voluntary committee which includes parents and representatives from the school. The nursery serves children from the town of Spalding and surrounding rural areas.

There are currently 52 children on roll all of whom are in receipt of nursery education funding, and a further 37 children on roll who attend before and after school. Funded children attend either mornings or afternoon sessions each week, and the older children can attend everyday before and after school. The settings supports children with special needs and also a number of children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.30 and 12.45 until 15.15. The breakfast club operates between 07:30 until 09:00, and after school 15:15 until 18:00. The provision also operates a holiday playscheme which opens school holidays between 08:00 until 17:00.

The nursery has seven members of staff to work with the children. The provision is managed by a qualified teacher, and there are three other staff who hold recognised childcare qualifications. Three students are working towards their level two and three in childcare, and they work on a regular basis with the children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in a clean environment. Staff have some procedures in place that help protect the children from infections, for example a sickness policy, infection control information, and cleaning routines. However, children are not offered regular opportunities to carry out personal hygiene tasks such as hand washing, which means children are not fully protected from germs and infections.

Staff have an understanding, and are informed of individual health, dietary and medical needs. They record accidents and medication appropriately, maintaining good health and consistency of care, protecting children's welfare. Some staff are first aid trained and hold a current first aid certificate which means they are able to give appropriate care if children have accidents.

Children have a healthy mid-morning snack of fruit, a few crisps and breakfast cereals. Older children are offered hot and cold snacks prepared by staff and children. For example, pasta, crackers, and sandwiches. Children talk about the food, have visual displays, and participate in activities about different healthy foods, so children are beginning to develop a knowledge and understanding about healthy eating practices. Fresh drinking water is available to the children at all times, which children can access independently. Drinks are given in cone shaped paper cups which make it difficult for children to put down and sip slowly, children spill them, and children with special needs are sometimes unable to drink independently. Although snacks times give children opportunity to enjoy their food it is led and controlled by staff. Consequently children's independence is not being promoted, for example, in making decisions about how much they want to eat, and taking food independently.

Children are offered opportunities to develop their large physical skills on a daily basis for example, using bikes, scooters and sit and ride cars. Children participate indoors with physical play and music and movement. Children enjoy the physical play as they run around confidently with control and co-ordination. Children use small equipment well, such as scissors, keyboards, pencils and pens. Children enjoy a range of physical activities that contribute to a healthy lifestyle, and development of large and small movements.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Two separate port-a-cabins are used for the children. The environments are welcoming and friendly with a variety of children's work displayed very well on the walls, helping children to feel relaxed and welcomed, and develop a sense of belonging and a feeling of being valued.

Staff carry out daily visual risk assessments which help to protect children from immediate hazards, and they should carry out yearly building assessments. Checklists and recording documents are in place to ensure all tasks are completed and the environment is safe and clean for children, but these are incomplete. While some tasks are done such as cleaning of toilets,

other tasks and the yearly assessments are not being completed regularly. This means children are playing with some equipment which is dirty and inappropriate, such as the settee and outside toys. The gate of the nursery perimeter is not secured and children can get out. They can get through the gate into the large school grounds when they are unsupervised going between the rooms to use the toilet. Fire safety precautions are in place and practised with the children. Most equipment and all activities are clean and well maintained. Children have access to a suitable and age appropriate range of equipment stored at a low level with easy accessibility. The children have plenty of room to enjoy their play, as the rooms are well organised.

Children are protected from harm due to staff's sound understanding of child protection issues. Procedures are in place, which staff and students are aware of, and child protection documents are available to parents. However the procedure, 'if there was an allegation made against a member of staff', does not ensure children are protected immediately, if this situation occurs.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a bright and welcoming environment where children play with a wide range of suitable and appropriate play equipment. Children can move freely about the environment playing with their choice of activities and with focused, adult-led activities where they are observed and supported by a staff member. The interaction between staff and children helps build good relationships enabling children to feel good about themselves and builds up their confidence.

Nursery education

The quality of teaching and learning is good. Children are keen and enthusiastic learners where they benefit from a well organised environment. Children can work alone and independently, and in a group situation. They understand about sharing and turn taking, negotiate roles and help each other very well. Children are able to spend long periods of time on chosen activities, especially the role play 'garden centre'. The planned activities help children develop their understanding about diversity and they have opportunities to explore differences through role play. For example, children and staff carried out a Christian and a Sikh wedding ceremony in a planned topic on celebrations, where they learnt about different ways to celebrate similar events.

Children use their listening skills in activities such as circle and snack time, and talk freely in the group about their own experiences. Children have lots of opportunities to draw and use pens and paper in everyday activities, such as the doctor's role play area. Some children can write their own name independently with correctly formed letters, while some can write familiar letters and use the letter sound. Children see a range of words and labels displayed around the room which helps to support their understanding about words having a meaning. Children have a variety of books on offer, however few are used independently by children. Staff read to children on occasions, and they use non-fiction books to inform children, for example, about plants and seedlings, in relation to the topic. The book corner, however lacks comfort, and books are stored in a haphazard way. Children's enthusiasm and interest in books is hindered by the disorganisation and lack of comfortable seating.

Children count very well and children's mathematical development is very well supported. They are developing an awareness of adding and subtraction, and have opportunities to participate in games and focused activities to support their number skills. For example, comparing the

number of balls to spaces in a box. Children are using mathematical language throughout their play, for example, in the role play areas, and they can confidently describe shapes and size orders. Children use their imagination in role play and, when they are designing with wooden blocks and carpet tiles. Children tell a story as they form a roadway around the room with different shaped carpets and when designing bridges and waterways with large wooden blocks. Children can use the computer games very confidently, using the mouse and key board to move the icons. Children explore their creativity and imagination regularly during their free play. Child initiated and adult-led activities help children make decisions, and give them time to learn at their own pace. Staff demonstrate a very good understanding and delivery of the Foundation Stage curriculum. Regular observations and assessments on the children means that staff fully understand the children and can support their learning. They know what stage the children begin at, as staff carry out base-line assessments, and because children are continually assessed they know what the child's next step is. Staff support all the children and will help them develop at their own pace by offering if necessary adapted tasks and activities. Children are offered good interaction, open-ended questioning, and for the more able or older child, difficult or complex tasks. For example, older, or more able children will grade and order four flower pots, while younger children may do two or three with more help. Staff have a good selection of written plans and link them to the six areas of learning and stepping stones.

Helping children make a positive contribution

The provision is good.

Children enjoy respectful relationships with adults and each other. Staff are good role models, helping children to learn the importance of showing respect, by getting down to the child's level using eye contact and listening to them. Older children are given choices in their snack menu, and about what they do, which helps them feel what they want to do is important and valued. The environment is calm and children are busy, as they are offered a range of activities to meet their individual needs. Staff have appropriate information and carry out good assessments which supports children's learning and contributes considerably to their well-being. Children with special needs and/or disabilities are very well supported by staff who spend time with them supporting their learning. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met through effective communication and suitable action plans. Children benefit from this as they receive the best and most appropriate care to support their development and welfare.

Well planned topics and activities help children to understand and appreciate other cultures. This encourages children to develop a positive attitude towards diversity. They are participating in activities, reading books and exploring festivals which help them to understand the wider world. Children develop a sense of belonging and learn about their own and others' needs through group work, sharing tasks and good staff interaction.

Spiritual, moral, social and cultural is fostered. Children benefit from praise and encouragement that they receive from staff and they behave well, as they are kind and caring towards each other. For example, children help to get toys from higher shelves for the smaller children. They know how to take turns and share, as staff help children learn these skills through playing games and doing activities. Children understand the routines and ground rules of the play areas, they know to put toys away when they want something else. Children negotiate their roles within role play, such as the garden centre staff who works the till, and those who pot the plants.

Partnership with parents and carers in good. This contributes positively to the well-being of the funded children. Staff encourage parents to be actively involved with their children's learning. For example, parents are given two activity ideas related to their topic work, for example, to make a jungle or polar scene in a shoe box, and to help children's language development by sounding the letter of the week. Parents receive written information about the Foundation Stage curriculum which includes planning, activities, topics, photographs and newsletters. Staff share children's observations and assessment records termly, which keeps parents up to date. Parents are encouraged to make comments about their child's progress and discuss concerns with the staff team. Consequently parents are able to share fully in their child's learning. Parents have access to a complaints procedure which is current, however some details regarding the complaints log being accessible to parents is omitted, which means parents would not be aware they can see the complaints log at any time.

Organisation

The organisation is good.

The staff provide a well organised and calm environment, where children are respected and valued for their differences. Children are benefiting from the well qualified and experienced staff as well as enthusiastic students. Staff offer children good support and provide an interesting and varied range of activities, where they can become engrossed, experiment and have fun. New topics introduced to the children allow them to take on ideas and challenges, such as the 'garden centre', with pots of plants and sand and the children's home-made seed packets.

All regulatory recording documents are in place, such as daily register, children's registration forms and medication and emergency medical treatment permission. Policies and procedures are in place and presently under review by the manager and voluntary committee, which is an ongoing process. These are all made available to the parents freely, and the provision is looking to develop the brochure to include even more information for parents. Recordings and documents about the children are in place and supports the care and welfare of the children attending.

Leadership and management of the nursery education are good. Staff work well as a team, supporting each other and taking a lead from the manager/teacher who has very good knowledge of the Foundation Stage curriculum. They provide a broad and well planned curriculum which helps children achieve. Staff are deployed well to ensure all children are well supported in their activities. Systems in place to monitor the nursery education are effective, such as staff appraisals and staff meetings, where staff can access support and discuss strengths and weaknesses. Good planning and assessments mean all aspects of the curriculum are sufficiently covered.

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

Improvements since the last inspection

At the last inspection the provider agreed to organise free play activities to help children make choices from a wider range of resources, which enables children to make decisions about their play and promote their independence.

The staff developed a system where they share all the progress records with parents. This is done termly, so parents and carers are aware of how well their children are progressing and

developing through the stepping stones. Parents are also given the opportunity to share their observations about their children which can contribute to their progress records.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection 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

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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):

- offer children regular opportunities and encouragement to carry out personal hygiene tasks
- address risk assessments to ensure toys and the environment continue to be safe, clean and secure
- develop policies and procedures taking into consideration full-day care regulations, and information from the Local Safeguarding Children Board

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 have opportunities, and suitable equipment, to promote their independence at snack time
- develop the book corner and reading areas to help children nurture an interest in books, to enjoy them and use them independently

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