



# Wrawby Under 5s Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	205727
<b>Inspection date</b>	01 February 2007
<b>Inspector</b>	Jackie Phillips
<b>Setting Address</b>	Pre School Building, Wrawby School, Vicarage Avenue, Wrawby, Brigg, North Lincolnshire, DN20 8RY
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<b>Registered person</b>	Wrawby Under 5s Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Wrawby Under 5's Pre School was established and registered in the mid 1970's and moved to its present site in 1988. The group is managed by a voluntary committee made up of parents and interested adults. It operates from a single storey, prefabricated unit situated in the grounds of Wrawby St Mary's Primary School, in Wrawby, North Lincolnshire. There is an area for children's outdoor play opportunities. The group serves the local and wider communities.

There are currently 28 children on roll from the age of two to five years of age. This includes 21 children in receipt of funded nursery education. Support is available for those children with additional needs or who may use English as a second language.

The pre school opens four days a week during term time only. Sessions are from 09.15 to 11.45 and 12.45 to 15.15 Monday, Wednesday and Friday and 09.15 to 11.45 each Thursday. There

are arrangements in place for children to have a packed lunch provided by parents whilst at the setting.

There are six staff working with the children. All staff hold recognised childcare qualifications. The group are members of the Pre School Learning Alliance and hold step one of the accreditation scheme Steps to Quality. The setting has two goldfish as pets.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about being healthy in a number of ways. They understand the need for regular hand washing and use the bathroom facilities independently. Children use acceptable resources, such as disposable paper hand towels and a bar of soap. There is clear written information for parents that provides good advice about the exclusion of ill children from the setting. This helps to keep the environment for children healthy and free from possible infection.

Adults are able to respond appropriately to children's injuries because they have attended first aid training. There is a first aid box readily available and written parental consent is obtained for the seeking of emergency medical treatment or advice. Secure arrangements are in place to record children's medication to be administered. Snack and lunch times are very well organised to allow children time to enjoy a range of healthy options as part of a social occasion. A snack menu is displayed with pictures of food and drink available. Children are seen to go and have a look at this which helps to inform them of what to expect. When adults and children are seated in small family groups they engage in quality discussions about how fruit is good for you and the benefits of eating breakfast each day. This positive approach helps children to understand the effects of a healthy diet.

Children have regular access to physical exercise which includes for some, participation in yoga sessions in the school hall. In addition they use mobile resources, such as bikes and ride on toys, climbing and balancing equipment, bats balls, streamers and a huge parachute. This means that children learn how to use their bodies in a variety of challenging ways and have regular opportunities to develop a range of physical skills using a broad selection of equipment.

There is a very good range of toys and resources that help children to develop competencies using smaller equipment. For example, they confidently use one handed tools, such as scissors, spades and paint brushes. Children are regularly involved in activities where they are able to practice and refine smaller manipulative skills. For example, they use puzzles, threading equipment, pour themselves drinks and put on coats. This means that children are becoming independent at self-care routines and those activities where co-ordination is required; between hand and eye and the control of fine or precise movement.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

When children enter the setting they find toys and activities are attractively presented and readily available for them to use. This is because adults ensure all areas are very well prepared prior to children's arrival. Children feel valued and their self-esteem is raised because their art work and photographs are well displayed around the room. The environment is interesting and stimulating and defined areas of learning are created. For example, there are areas where children will find books, mark making resources, role play equipment, sand and water. This ensures a rich learning environment for children's early education is provided by giving focussed attention to guarantee equipment, resources and learning tools are easily accessible for children to use.

High priority is given to ensure that the setting and environment is safe for children. This involves a range of risk assessments, written information, documentation and record keeping. For example, accurate registers are taken of children's attendance, secure procedures established for the safe collection of children and clear information available about possible risks and the safe use of potentially hazardous materials. There are good procedures established for when children play outside, which although is not fully enclosed, the boundaries are made evident to children so they are aware of where they can play safely under supervision. However, the area underneath the setting is exposed in some parts and is therefore a potential risk and hazard for children.

Children are well protected especially at busy periods, such as arrival and departure times because clear and effective procedures are established to ensure their safety. Parents are asked to inform the setting if collection arrangements change to make sure that children are safe when they leave the setting. Adults have a good understanding of how to protect children from harm because they have attended child protection training. They are aware of their responsibility and of the reporting procedures to respond if concerns are raised about a child's health, safety or welfare.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All children engage in a rich and stimulating curriculum where learning through play is a high priority. Children practice and refine many skills through well planned and purposeful activities, some of which are adult led but many are child initiated. They are encouraged and allowed to make many choices and decisions and take an active part in their early education. They discover and learn from toys and resources available, from first hand experiences and from adults who interact effectively to support their knowledge and understanding. Children use a broad variety of resources and equipment which supports their all round development. For example, they create using a good range of materials and different techniques, experience tactile resources, such as sand, water, shaving foam and dough, and use their senses to taste, observe and develop their listening skills.

Children use all areas of the setting well. They access an interesting book corner with a trolley full of extremely well organised fact and fiction books. They play very imaginatively either in

the role play area or, for example, using construction toys to create rockets and visit space. An interesting range of programmable toys and items, such as calculators, cameras, telephones and interactive books introduce children to information technology. Children have the opportunity to record the days of the week and weather conditions, grow Spring bulbs and feed the wild birds using seed and fat balls they have made themselves.

The quality of teaching and learning is good. This is because the adults of the setting are knowledgeable about the Foundation Stage, are enthusiastic in their approach to providing quality activities and learning experiences for children and value the importance of play. High emphasis is placed on developing children's independence and decision making skills, extending children's vocabulary through quality discussions and conversations and promoting positive learning outcomes through relevant and purposeful activities. For example, children learn how to recognise their names from written cards which form part of the self-registration system and develop mathematical ideas, such as counting the grapes at snack time to calculate how many each will have. Adults make learning fun, for example, helping children to guess who might be the helper of the day or showing name cards upside down allowing children to identify the mistake.

Systematic planning covers the six areas of learning and is a topic or themed approach. The whole team contribute ideas for activities and learning experiences and, by following observations or events, they know what children will find interesting, incorporate these into the daily routine. For example, following a foggy morning children were taken out to observe cobwebs in the garden. The morning after a very windy night children were safely escorted to view a tree that had fallen down in the local community. This shows that adults have a strong desire to enrich children's learning by enabling the planned routine to be flexible and ensure the outdoor environment is also used to maximise learning potential.

The assessment of children's progress takes into account their starting points, what they know and can do, and how the next stage in their learning can be planned and accommodated for. Regular observations of children at play are carried out and are used effectively to plan activities, revisit favourite experiences, provide challenges and extend the early years programme in interesting ways. For instance, to include trips and visits to places of interest, such as local farms, a windmill, museums and the seaside.

### **Helping children make a positive contribution**

The provision is good.

Children are valued at the setting. They each have a named coat peg, have art and craft work displayed, are greeted warmly as they enter the setting and are enabled to become a respected member of the group. For example, each day a special helper is identified who carries out specific tasks, such as helping to feed the birds or hand out the biscuits. When their play is about to be brought to a closure, children are given a verbal warning by an adult and then see the time remaining for play to be finished and for tidying away to commence using a large timer. The setting has established a 'sharing basket'. This is a safe place for children to deposit items they have brought from home to be shared with the group. This enables children to use their own ideas and explain themselves; developing language and communication skills and promoting sharing and turn taking as children listen to each speaker.

Through resources, such as books, dressing up clothes, puzzles and play food, children learn about the wider community. Planned activities raise children's awareness of other cultures and special events, such as Chinese New Year and Diwali. When children leave the setting a 'Goodbye' song is sung helping children to realise they are a valuable member of a group and their departure is acknowledged. All children are fully included and equality of opportunity is given high priority. Children can learn at their own pace and activities are adapted to include the youngest children and those who are more able and require extra challenge.

The partnership with parents and carers is good. This is because the setting is committed to working closely with parents as partners. They are invited to attend as volunteer helpers, become involved in fund raising events and to become part of the management committee. There is good access to the setting's range of policies and procedures as well as other relevant information of child related topics. Adults of the setting develop close relationships with parents through a regular exchange of information. They are informed about the setting through an interesting booklet and efficient registration system. Planning is displayed for parents to see, however, it does not contain sufficient information to allow parents to fully appreciate the content of the education programme and does not enable them to participate and share in their children's learning effectively.

Children behave very well at the setting and through regular, relevant experiences understand how to be part of a group. They learn social skills, good manners, and raise their self-esteem, confidence and independence is raised to enable children to participate fully, make a positive contribution and develop to their full potential. Children are proud of themselves, such as sharing with friends a certificate awarded for swimming. Secure relationships are developed between children and adults of the setting, and although a key worker system operates all children are well known to all adults. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Staff work very well together as a team and are fully aware of their roles and responsibilities. The environment is well organised to support high standards of care and education for children, but some requirements of documentation have yet to be established. For example, the setting has a written complaints procedure in place but it is not inline with regulations and a complaints record log is yet to be made available to share with parents on request. There is a written behaviour management policy in place which fails to be clear about how bullying will be managed if present at the setting.

Leadership and management are good. Adults communicate effectively with each other to make certain the needs of the children are met. Team members have participated in a diverse range of training courses to ensure they have a good understanding and relevant knowledge of a range of childcare issues. Staff systems are in place, such as team meetings, to enable staff to discuss their working practices. The leader involves all staff members and works closely with the chair of the committee. This develops good working practices, although a system to monitor and evaluate the quality and effectiveness of the curriculum to identify strengths and areas

for improvement have not yet formally been established. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Previously no recommendations were raised during the last care inspection but key issues for improvement were identified during the nursery education inspection. These were in relation to children's snack times and the opportunities for them to mix colour and operate simple functions using information and communication technology. The channels of communication were also required to be improved to share information of children's achievements assisting in the planning process. All key issues have been satisfactorily addressed.

Children are able to be independent at snack time, choosing what they would like to eat and being involved in pouring their drinks. They are able to access drinks of water throughout the session where they may serve themselves. Frequently children have opportunities to paint and mix colours through a variety of creative activities. Increased informal and formal arrangements are in place to share information with parents regarding children's progression. This is done either through a daily exchange of information or at pre-arranged meetings where children's assessment details are shared. Resources to raise children's awareness of information and communication technology (ICT) are in place, such as programmable toys, calculators, telephones and interactive educational books. Children regularly access a listening area where they hear pre recorded stories and use books to follow the story line complete with headphones.

### **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):

- conduct a risk assessment underneath the building to ensure children are protected from potential hazards when using the outdoor area
- ensure the behaviour management policy includes details of how adults will manage bullying
- improve the setting's written complaints procedure in line with regulations and establish a complaints record log.

### **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):

- improve the process of informing parents about the content of the educational programme enabling them to be more involved in their children's learning in meaningful ways
- establish a system to monitor and evaluate the effectiveness of the curriculum to identify strengths and areas for improvement.

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](http://www.ofsted.gov.uk)