



Wick Pre-School

Inspection report for early years provision

Unique Reference Number	EY341261
Inspection date	02 February 2007
Inspector	Kay Roberts
Setting Address	The Village Hall, Manor Lane, Wick, Bristol, South Gloucestershire, BS30 5RG
Telephone number	07843 706408
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Registered person	Wick 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 satisfactory. 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?

Wick Pre-School opened in 1986 and re-registered in 2006 when it transferred from Wick Church Hall to the Village Hall, South Gloucestershire. It is situated in the centre of the village and children attending the setting are from the local area. The group is open Monday, Tuesday, Thursday and Friday from 09:15 to 12:45, and Wednesdays from 12:30 to 15:00 during term time only. Children have access to an outdoor play area. Registration is for a maximum of 26 children and currently there are 32 children on roll between the age of two-years and 10-months, to under five-years. Of these children there are 21 funded three-year-olds and two funded four-year-olds. Care is provided to children with learning difficulties and/or physical disabilities as well as those who have English as an additional language. Wick Pre-School is a member of the Pre-School Learning Alliance. It is managed by a voluntary committee, made up of parents of children who attend the group and members of the local community. The group employs three staff, two of whom hold a relevant child care qualification. The third member of staff is

currently training for a level 3 qualification in child care. Advice on the education programme is provided by a teacher advisor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment where their health is suitably promoted. They learn the importance of hygiene through the daily routine as they wash their hands prior to snack and after using the toilet. The provision of small steps allows children to reach the wash hand basin independently. When required, children help themselves to tissues. The risk of infection is minimised as staff follow hygienic procedures, for example cleaning tables with anti-bacterial spray before and after snack. The policy for excluding children who are sick is shared with parents, who are also alerted to infections within the setting. Appropriate procedures for managing accidents and medication ensure children's wellbeing.

When thirsty, children help themselves to their named bottles of water. Snack and lunch times are a social occasion when staff and children sit together and talk about what they are eating. On a Friday children are encouraged to put forward suggestions for the shopping list for the following week. Children are able to name different fruit and begin to understand foods which are healthy and those which are less healthy. Children eat a range of fruit with crackers and cheese as a snack, which take into consideration special dietary requirements. At lunch time children are independent as they open their own lunch boxes and sandwiches.

Children do not have an opportunity to play outdoors and to further their learning experiences. Although the pre-school has registered an outside play area, it is not yet safe, secure or suitable for children. However children do have daily opportunities for physical exercise. They develop large muscle skills as they move furniture around the hall and work with an adult to carry a child-sized table. Children travel around the hall on sit and ride toys. They develop co-ordination as they peddle bikes back and forth without bumping into each other. Some children move around the hall quite quickly on scooters. Children develop other muscles as they stretch and move to music to songs, such as 'The Wheels on the Bus' and 'Running in the Raindrops'. They learn about how their bodies respond to exercise as staff point out when children are hot and encourage them to take a drink and possibly to take off their jumper. Children know what their body looks like in two dimension as they take turns to lie down on a large sheet of paper whilst another child draws around them. When tired, children relax as they lie across the cushions in the book corner.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children relax as they receive a personal greeting from staff. They have access to a large, colourful hall, which has displays of children's work and educational posters. The broad range of clean, safe resources and activities are attractively displayed on tables and colourful rugs. Organisation of the room and toys are changed on a daily basis so children are encouraged to

try new activities. Space between each activity enables children to move freely and those engaged in play are not disturbed by their peers.

Children play in a secure environment. There is a system to ensure that children are only released to authorised adults and are protected from people who have not been vetted. The risk of children having an accident is minimised as staff make daily basis checks of the environment to ensure there are no hazards and a risk assessment has been completed. Suitable safety measures are taken during the session to ensure children are kept safe. For example, equipment is moved mid-session when children are occupied having a snack and more physical activities are closely supervised. When moving between the hall and bathroom facilities children are aware that they must walk in a line. In the event of a fire children know how to evacuate the premises as they practise the drill on a regular basis. Children are further protected as staff have a satisfactory understanding of local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are emotionally secure as those new to the provision are supported by the presence of their parents until they feel confident at being left. Once settled children are confident to enter the premises and select their name card. At circle time children share with the large group items they have brought in from home. Younger children are encouraged to talk as staff ask questions. Children are emotionally secure in the daily routine and during the session the time line is used to help children understand how long there is left before they go home.

Nursery Education

The quality of teaching and learning is satisfactory. Staff make observations and record children's progress against the South Gloucestershire Stepping Stones document, which links directly to the early learning goals. However information contained in the assessments is not used to plan for children's next stage of development. All staff devise an annual long term plan which clearly shows how all aspects of the Foundation Stage will be covered several times, so that children receive a broad curriculum. On a day to day basis staff follow through on children's interests so they are motivated to learn, but this practice is not used to inform short term plans. Short term plans include learning outcomes for children and how activities should be adjusted for more/less able children. They do not include things such as language to be introduced or children for whom an activity is specifically relevant. In addition guidance from the local school has made staff reluctant to extend some children's learning, for example some children are keen to write their own name, but this is not encouraged. Children are provided with a good range of resources, particularly for imaginative play. There is a shop, a home corner and an office, so that children have somewhere to take the food they have purchased and can go to work.

Children use their imagination as they pretend to iron clothes and, make sandwiches and cups of tea which they offer to staff. More able children are social and engaged in the same theme and pretend to have breakfast. They pass the butter for spreading on their toast between themselves. Other children are invited to join them. Staff develop children's understanding of the wider world as they pretend to be a patient phoning for an appointment. As the child

responds to the telephone call they develop fine muscle skills as they make marks in the diary. Aware of time children give an appointment for the following day at 10 o'clock. Afterwards the adult and child swap roles and the child explains that they need an appointment as the four month old baby is not well. Again children use numbers in play. The constant interaction between staff and children promotes language well so that children have good communication skills. Children listen with interest to the story 'The Gruffalo', as they sit beside an adult so they can see the pictures. They show a respect for books and remain in the book corner for a considerable time. During 'show and tell' more able children can relate their object from home to the current letter sound. They know that 'q' is for queen and a duck goes 'quack'. Older children begin to develop an understanding of time as they help to complete the calendar. They know it is Thursday when they are given the initial sound and informed that the previous day was Wednesday. Children are aware that print has meaning; when looking at the instructions for a pack of cards they pretend to read it and name the people on the cards. Afterwards they count the number of cards. They have other opportunities to count as they fit small figures into toy cars according to the written numeral indicated on the front. If children get it wrong staff introduce them to words, such as take one away and one more. Children work together to create large towers from good quality construction materials and say that it is nearly as big as themselves. Problem solving skills are used as children complete jigsaw puzzles and at the end of the session organise puzzles back into the appropriate boxes.

Children develop co-ordination and independence as they cut out pictures from a catalogue and then stick them onto paper. Some children try to bang the head of the toy screws with a plastic hammer and twist them with a spanner. As they play they sing 'Bob the Builder' to themselves. Children explore the play dough; they poke it, squeeze it and roll it. Children roll it into small balls before adding arms, face and wings to make an insect. Alert to their sense of hearing children question what noise they can hear when a helicopter flies over head. Children are learning to operate simple computer programmes with the support of staff explaining that they need to move and click the mouse in order to colour in pictures. They applaud their success once they have finished.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children develop confidence as each achievement is celebrated and know they are all valued and included. Each child is given an opportunity to share with the group the toy or item they have brought in from home. Staff follow the Code of Practice and work in close partnership with parents to ensure children's additional needs are met. Children develop a positive attitude to difference as they play with readily accessible resources reflecting positive images of diversity. They benefit from having two elderly ladies visit the setting on a regular basis to read books chosen by children. Children begin to understand both their own culture and those of others. At Christmas children visit the local school to see the Nativity play and are occasionally visited by the vicar. Children develop some understanding of other cultures as they participate in activities to acknowledge Diwali and Chinese New Year. Opportunities are provided for children to learn about nature as they look at stick insects and centipedes. There is discussion about what the insects eat and

how they must be cared for. Children are able to observe the life cycle of plants as they plant seeds and beans, and watch them grow.

The proactive approach of staff ensures that children are well behaved. For example, at register each child's space is clearly defined as they sit on a cushion and adults sit with the children so that if a child is distracted, their attention is quickly redirected. Children show consideration for each other by listening to each other's news. They are polite and able to take turns as they participate in games. When discussing a cake one child explains that 'big cakes you should share'. A respect for the environment is demonstrated as children help to tidy away toys when they hear the tune 'Puff the Magic Dragon'.

The partnership with parents and carers is satisfactory. Parents comment positively about the provision; the welcoming staff, children are always happy and provided with a wide range of toys on a daily basis. The well presented prospectus provides parents with information about the education programme as well as policies and procedures. However as documentation does not always reflect practice, on occasions the information provided may be inaccurate. Regular updates are provided via newsletters and notes on the notice board. Parents are encouraged to be involved in children's learning as they assist at sessions on a rota basis. Parents attending sessions also creates an informal opportunity to discuss children's progress with staff. Once a year parents formally meet with key workers to look at their child's progress record.

Organisation

The organisation is satisfactory.

The provider meets the needs of the range of children from whom it provides. Staff are aware of the October 2005 revision to the National Standards which requires the provider to ensure that recruitment procedures are rigorous. However as no new staff have been recruited, the documentation and written procedure have not yet been updated. Ongoing suitability of staff to care for children is checked via annual appraisal. The stable staff team provides children with consistency of care. Children receive a high level of support as staff are appropriately deployed and the adult to child ratios, which are maintained through the help of regular visitors and parent assistants, are well above minimum requirements. Children are provided with a broad education and make sound progress, although planning does not take into consideration the needs of each child or follow through on their interests. Staff provide a colourful, welcoming environment for children, with space for relaxation, play and physical exercise. The well presented operational plan is readily available to parents and staff, however as policies and procedures have not been updated for a number of years, it does not always accurately reflect practice. Paperwork is well organised, confidentially maintained and where appropriate shared with parents.

Leadership and management are satisfactory. The leader is appropriately qualified and experienced in caring for children. Leadership and management have a vision for the future and are working together to provide children with access to a suitable outside play area. In addition, the leader would like to extend the range of resources for creative development, and knowledge and understanding of the world. However weaknesses noted in planning during the inspection with regard to meeting each child's needs had not been recognised. The leader

identifies the key strengths with regard to nursery education as being the quality of learning opportunities for children which are enhanced with the support of parents and visitors.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since Registration 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

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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):

- extend children's learning opportunities by making the outside area safe, secure and suitable for use by children
- ensure all documentation is up to date and regularly reviewed to accurately reflect practice, including the procedure for managing complaints and rigorous recruitment, and all documentation relating to staff are available for inspection

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):

- further develop planning so that it effectively meets the needs of every child and focuses on children's interests and that short term plans are fully detailed.

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