



Westfield Community School

Inspection report for early years provision

Unique Reference Number	EY336931
Inspection date	30 January 2007
Inspector	Angela Rowley
Setting Address	Westfield Community School, Montrose Avenue, Wigan, WN5 9XN
Telephone number	01942 776 015
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Registered person	Young Persons Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School care, Crèche

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 good.

WHAT SORT OF SETTING IS IT?

The Young Persons Centre originally registered to provide day care in 1996. In July 2006 they moved premises and now operate from Westfield Community School which is a designated Children's Centre. The school is located close to a park, shopping facilities and is accessed by the local community. A maximum of 104 children may be cared for, aged from birth to eight years. Older children also attend the out of school provision. There are currently 49 children who receive funding for early education. The nursery supports a number of children who speak English as an additional language.

The setting is open each weekday from 07.30 until 18.00 for 50 weeks of the year. Children have access to three main play rooms, bathroom facilities, the small school hall, sensory room and enclosed outdoor areas. The provision employs 22 staff. Most hold qualifications in childcare

to level two, others are working towards the level three. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because effective procedures are implemented, which prevent the spread of infection, raise children's awareness of being healthy and meet children's nutritional needs. Children are developing a good understanding of personal hygiene as they wash their hands at key times mostly without support. Children also brush their teeth after mealtimes reinforcing their learning after a visit from the dental health nurse. Staff follow effective procedures when changing nappies, and they actively encourage children to take part in some cleaning procedures, such as wiping tables after lunch. Clear recording of information regarding children's health needs, allergies and medication protects children's health. Mostly effective procedures in relation to accidents ensure that children are attended to in accordance with the most recent guidelines and that parents are kept informed.

All children receive regular opportunities for fresh air and exercise. A suitable range of equipment is available to meet the developmental needs of most, with the exception of physically confident children who sometimes lack challenge. Children from three years of age use the equipment confidently. Many can pedal the trikes with ease, moving around at speed. They are able to avoid each other and to stop and start using the red and green traffic signals shown by the practitioner. All children are developing skill in the use of small tools and equipment. They point and click using the 'mouse' to operate Information Communications Technology (ICT) equipment effectively, and they use a wide range of tools to make marks with a purpose.

Children are well nourished. Utilising the school meals service for lunch, the most healthy options are selected, which along with other meals and snacks ensures that a good range of fruit and vegetables are provided daily. Mealtimes are treated as social occasions with staff acting as positive role models by dining with the children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in new, well-maintained premises. Staff are making suitable attempts to increase the warm, welcoming feel by displaying children's artwork where possible within the restrictions of a new build. Effective planning of pre-school space using good quality, attractive furnishings to create individual learning areas means that children can operate independently and access an excellent range of exciting resources. However, continuous learning does not yet extend to the more basic outside area, which is still in the process of development. The environment for under three's is suitable. Toddlers have access to a suitable range of equipment and activities which are planned for them, although babies have less incentive to move around in their space as there are fewer interesting and accessible areas for them to explore. All children are unable to rest or relax in comfort in response to the needs of their own bodies as there are no comfortable areas which children can freely access.

Suitable assessment of and attention to identified hazards reduces risks to children's safety. Natural explanations from staff increase children's understanding of everyday measures to keep themselves safe, for example, children independently pick up the bricks on the floor so that they don't fall over them. Many interesting visitors, such as the community police officer, the fire officer and the road safety team, also increase children's interest in and understanding of staying safe.

Children's welfare is clearly safeguarded. The manager has a working knowledge of child protection and has developed appropriate procedures which staff have a clear understanding of, in case of concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Mostly, children are happy and settled. They enjoy warm relationships with consistent carers and through a developing key-person system, which enables them to feel confident and at ease within their environment. For example, mobile babies readily approach their carers to sit on their knee for some individual time.

All children benefit from the wider experiences available to them in the centre, for example, they play with natural materials and enjoy parachute games in the school hall, and they experience audio and visual stimulation in the sensory room. Staff are developing confidence in their use of the 'Birth to three matters' framework. Through weekly staff meetings and planning, most children experience a wide range of activities which meet their developmental needs. However, the youngest of children in the nursery at times experience some activities beyond their understanding.

School aged children have fun with their friends. They play co-operatively together using a good range of developmentally appropriate games and equipment which they enjoy, for example, computer programmes, table games and crafts. Their experiences are broadened in school holidays when they are taken out on regular trips, however, they have fewer opportunities to enjoy physical challenges and outdoor play.

Nursery Education.

The quality of teaching and learning is good. Key staff have a strong understanding of the Foundation Stage and are using their knowledge to further develop other staff. Comprehensive planning, which covers all areas of learning is linked to children's next steps, although differentiation is not routinely planned in to provide additional challenge for more able children. Assessments of children's learning securely derive from observations of children's achievements linked to the stepping stones of progress. The planning of the environment and use of some innovative equipment assists teaching and children's learning in making every area accessible and meaningful to children. For example, children experience the concept of 'taking away' when they use the interactive whiteboard to move away one little duck at a time whilst singing the song 'five little ducks'. They make independent choices about their activities and because of the open access shelving, are able make decisions about and take an active part in the tidying up process.

Children are very interested in ICT because of the equipment available to them. They use the computers and interactive whiteboard competently with support immediately on hand if needed. They are becoming confident communicators and readily ask questions of visitors. Many are beginning to ascribe meaning to marks and listen to stories with interest and understanding. Their creativity is developing well as they adopt roles along a theme in imaginative play, for example, playing policemen and jail with the addition of a police dog.

Helping children make a positive contribution

The provision is satisfactory.

All children receive a warm welcome into the nursery. They have a clear sense of belonging as they identify their own picture and peg on which to hang their coat. Children receive a good range of opportunities, which encourages their understanding of diversity; for example, play with multi-cultural dolls and clothes, kitchen utensils, books and jigsaws. Many planned activities are provided, linked to both children's own customs and those of the wider community.

Staff know individual children well because of good verbal communication and some long term relationships with parents and carers. Children benefit from some consistent care through additional communication systems, such as daily diaries. Parents receive a useful welcome letter which gives some detail about how the setting operates, including information about the most commonly used nursery procedures. Aspects of the complaints procedures, however, do not reflect current regulations.

The partnership with parents of children receiving nursery education is good. A good range of information is provided about children's activities, for example, regular newsletters give details about the activity theme and ways to contribute to children's learning. Partnerships are fostered through regular invites to the setting, for example, coffee mornings, book start sessions and discussions led by the school nurse. Children also take turns in taking home one of the nursery's soft toys with parents being encouraged to record their child's experiences with the toy in its special diary. Parents are also invited in, so that staff can share information about children's progress with them.

Children behave well. They are co-operative during imaginative play and take turns on the computer equipment. Children understand expected codes of behaviour because they receive consistent messages from staff. Their self-esteem is continually boosted through positive interactions, praise and rewards, such as stickers. Their spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Effective recruitment procedures mean that safe, suitable practitioners work with the children. The stable staff team receive good opportunities for continuous professional development, which enhances children's care and learning. For example, staff have attended training in relation to the 'Birth to three matters' framework, sign language and safeguarding children. They are mostly well deployed according to their skills and experience.

Leadership and management is good. A strong leadership team with defined roles and responsibilities has effectively supported staff and children through an immense period of change. The integration of the voluntary provider and the maintained nursery has been successfully managed. Its' organisation is seamless, and as a result, all children benefit from the excellent resources and qualified teacher input. There is a clear vision for the future, which is deep rooted in the settings commitment to successful integrated working and to developing quality practice. The manager has a clear understanding of the setting's strengths and areas for future improvement.

The majority of required documents are in place, although some, for example, information for parents about the funded nursery provision, are under review following changes in its' organisation. A wealth of policies and procedures are available, which form the setting's operational plan. In practice, children's health and safety are well protected and suitable documentation is in place to support this. However, staff's attention to the recording of specific details is sometimes lacking. On occasions parental signatures have not been obtained following children's accidents, staff have not signed out with the time at the end of their shift and have not always ensured that children's time of departure is recorded. These are breaches of regulations.

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

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 complaint 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):

- improve the physical environment for particularly for children under three years to enable more free access to interesting provision and to areas where children can relax in comfort
- improve staff's understanding of the developmental needs of children under three years
- ensure that all documentation is properly maintained, for example, accident records are signed by parents and hours of attendance for staff and children are accurately recorded
- increase knowledge and understanding of the regulation relating to complaints.

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):

- continue to develop the outside area as a more effective continuous learning environment for all children
- continue to develop planning based on observations of children's achievements ensuring that through clear differentiation children are sufficiently challenged, particularly in the area of physical development.

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