

# Ward Green Pre School Ltd

Inspection report for early years provision

---

<b>Unique Reference Number</b>	302875
<b>Inspection date</b>	22 February 2007
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	Vernon Road, Worsbrough, Barnsley, South Yorkshire, S70 5HJ
<b>Telephone number</b>	01226 248123
<b>E-mail</b>	
<b>Registered person</b>	Ward Green Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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](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 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?

Ward Green Pre-School Limited opened in 1987. It operates from a single storey building within the grounds of Ward Green Infant and Junior School in Ward Green, Barnsley. It serves the local community and wider communities.

The pre-school is open five days a week during school term times from 09.00 until 15.00. There are currently 50 children on roll. This includes 13 children receiving nursery education funding. Children attend for a variety of sessions. The setting also offers before and after school care from 08.00 to 09.00 and 15.00 to 18.00 for children aged from three to 11 years. There are 37 children on the register of the before and after school club.

There are six staff who work directly with the children. Five of which hold an early years qualification. The pre-school receives support from the school and the local authority. The setting is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are active and enjoy regular outdoor play, which contributes to their general good health. They learn good hand and eye coordination as they throw and catch balls successfully. Children move with coordination and control as they adjust speed and change direction to avoid obstacles. They successfully manoeuvre wheeled toys around the playroom. Children move confidently and safely, indoors and outdoors, negotiating space. Older children engage in the challenges of a range of activities, such as an organised game of football. This helps children develop control when using their bodies.

Children are cared for in a warm and clean environment. They receive support and guidance from staff, in understanding the importance of following hygiene procedures as they discuss the importance of washing their hands. However, children's health is not sufficiently protected, as some of the procedures in place are not consistently followed. For example, they all share the same water to wash their hands. Most staff hold a current first aid certificate and accident records are appropriately maintained.

Children begin to understand the benefits of a healthy diet. They select snacks from a variety of fruit, which encourages children to have an awareness of a healthy lifestyle. Children are developing some independence as they feed themselves, with support from staff. Older children enjoy snacks of their own choosing. Staff take account of parents' wishes to meet children's individual health and dietary requirements. This information is displayed in the kitchen. Children request drinks throughout the session.

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

The provision is satisfactory.

Children are cared for in safe and secure environment. They are protected from potential danger as the staff check the premises daily and take steps to minimise risks. For example, following a recent risk assessment, protective door strips have been ordered. This enables children to move around freely and safely, indoors and outdoors. Older children actively learn about possible dangers through daily routines and activities. They are involved in discussions about safe practice and developing the golden rules. Clear fire precautions are in place, for example, fire evacuation plans are displayed and children are familiar with fire drills as they are routinely practised alongside the school.

Children are generally well protected as the staff have a reasonable understanding of their role and responsibilities concerning child protection matters. Although there is a child protection policy in place, there is no procedure should an allegation be made against staff.

Children access a variety of safe, suitable toys and play materials. Resources are easily accessible, allowing children to make choices in a safe manner. The monitoring of children's toys and equipment ensure they are appropriate for the children's ages and stages of development.

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

The provision is satisfactory.

Children settle happily and develop confidence to explore the environment. Staff achieve a balance between supervised activities and allowing children freedom to select activities from those available to them. All children enjoy a role play and model making activity. They realise tools can be used for a purpose as they use utensils and cutters to create patterns in the play dough. However, there are few opportunities provided to meet children's individual needs or develop their independence. Children easily engage in conversation with their peers and adults as their language skills are developing well. Staff listen and value what children say, they talk with them about what they are doing and help them to learn what is right and wrong. Staff are aware of the 'Birth to three matters' framework, although this is yet not implemented.

Older children spend most of the time purposefully engaged in solitary play or play cooperatively with their friends. They enter into negotiation with each other as they organise a game of football.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children enjoy coming to the pre-school, supported by the staff. The staff have knowledge of the early learning goals. Long, medium and short term planning is in place, although they do not link effectively to children's assessments and the stepping stones. Children are self-assured in their play and are confident to try out new experiences. They learn to concentrate and persevere with activities they enjoy, for example, when making collage pictures and threading beads.

Children are very good communicators and use language confidently for a variety of purposes. They readily initiate conversations, make their needs known and describe past events in their discussions about the pets that visited the pre-school. For example, children discuss the day the parrot came and stroke the fur on the picture of a puppy. Children access books and are aware print carries meaning. Although, there are missed opportunities for children to use writing for a purpose, such as when writing and recognising their names on pictures and their work.

Children gain confidence in using numbers and they are developing good counting skills through action songs and rhymes. However, more able children are not sufficiently challenged in all areas of mathematics as staff miss opportunities to engage them in simple number problems. For example, working out how many cups are needed at snack time.

Knowledge and understanding of the world is developing as children visit local places of interest and are introduced to different celebrations and festivals. Children are sensitive to the needs of others and their behaviour is generally good.

The staff gain an acceptable understanding of children's interests and they are beginning to make their own observations when children play. The staff are developing assessments of children's progress. They observe and record children's achievements, although this information is not used to plan for the next steps in the children's learning. Staff make appropriate use of early years guidance, such as the curriculum guidance for the Foundation Stage, to provide satisfactory care and education. Overall children make satisfactory progress in all areas of learning.

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

The provision is satisfactory.

Children develop a sense of belonging to the pre-school. They become familiar with routines and expectations. They have friendly relationships with the staff and each other. Staff praise children freely, ensuring that they develop confidence and self-esteem.

Children play well together and are becoming aware of how their behaviour can affect others. They share, take turns and begin to make choices independently. Staff treat all children equally and are committed to inclusion. Children encounter experiences to learn about themselves and each other. There is a written equal opportunities policy in place, which is consistent with current legislation and guidance. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. The pre-school values and respects parents. Staff gain information regarding children's needs to ensure that they work closely with the parents. This ensures children are cared for in an environment that is sensitive to their individual needs. Parents are generally well informed and are confident to approach staff. However, children's assessments and records of achievements are not routinely shared with parents. Parents have their own notice board where they can access information, for example, forthcoming events and staff details.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. The management team works alongside staff in order to offer support. Staff work together as a team, although, the operational plan does not clearly identify their roles and responsibilities. Staff are appropriately vetted and have suitable skills to work with young children. All their details are recorded and up to date. There is no clear system in place to identify staff training needs and ensure the policies and procedures are consistently applied.

Children are cared for in an environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the pre-school. Children have ample space to play and move around freely. The environment is bright and organised in a way that allows children to access designated areas of play, for example, book and home corner and physical development area. Organisation of the planning is a team effort and a key worker system is in place for the recording of observations. All the required documents are in place and maintained appropriately, for example, register, medication and accident records. Written policies and procedures are available which support the care of the children and comply with regulations. Documentation is stored to maintain confidentiality and security. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was required to address the issue of record keeping. There has been a review of the way records are kept and now makes sure that all required parental consents and a system in place for the recording of any accidents. These measures help to safeguard children in the event of an accident.

The provider was also asked to develop guidance for staff to ensure they are aware of their roles and responsibilities. Regular staff meetings have been established in order to address this issue.

### **Complaints since the last inspection**

Since 1 April 2004, Ofsted received a complaint relating to National Standard 1: Suitable person, National Standard 4: Physical Environment, National Standard 6: Safety, National Standard 7: Health and National Standard 11: Behaviour. Ofsted carried out an investigation. As a result, actions were raised. The provider submitted an action plan as to how permission to administer medication was to be maintained, fire safety was to be addressed and children's behaviour managed. Ofsted is satisfied that the registered person has taken appropriate steps to address these concerns, and the provider remains qualified for registration.

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 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 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 hygiene procedures regarding hand washing, are consistently maintained to protect children from infection
- update child protection procedures in line with the Local Safeguarding Children Board
- improve opportunities for children to develop independence and self help skills in everyday activities
- establish robust monitoring systems to ensure staff have a clear understanding of their roles and responsibilities.

#### **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 links between children's assessments and planning to inform the teaching for the whole group and for individuals, including challenge for more able children
- provide more regular opportunities for more able children to practice writing for a purpose
- consider ways to share information with parents regarding children's achievements.

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)