



The Woodfield Nest Pre-school and Out of school Club

Inspection report for early years provision

Unique Reference Number	101858
Inspection date	07 March 2007
Inspector	Angela Cole
Setting Address	Elstub Lane, Dursley, Gloucestershire, GL11 6JJ
Telephone number	01453 543535
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Registered person	The Woodfield Nest Pre-School & OO School Club
Type of inspection	Integrated
Type of 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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Woodfield Nest Pre-school and Out of School Club is managed by a committee made up of parents of children at the setting and members of the local community. The pre-school opened in 1998 and the out-of-school club opened in the following year. The setting operates from a self-contained unit within school grounds in Cam, Dursley in Gloucestershire. Children have access to the setting's own garden and school facilities that include the playing field, adventure playground and planting area. A maximum of 24 children may attend the pre-school or club at any one time. The pre-school opens during term time from 09.10 to 11.40 and 12.40 to 15.10. The out-of-school club operates from 07.30 to 08.50 and from 15.15 to 18.00 during term time, and from 07.30 to 18.00 during school holidays.

There are currently 101 children aged from three years to under eight years on roll. Of these, 41 children receive funding for early education. The children come from the local area. The

setting currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The setting employs 14 members of staff. Of these, two have teaching status, 11 hold early years or playwork qualifications and three are working towards a qualification. The pre-school uses some aspects of the High/Scope educational approach and its staff are supported by a regular helper who has a teaching qualification. The group has close links with the adjacent infant and junior schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in clean, well-maintained premises. They are effectively cared for when they are unwell which helps them feel secure and comfortable. At the out-of-school club, the children have appropriate opportunities to learn the importance of physical activity in maintaining a healthy lifestyle. They enjoy fresh air and exercise each day as they negotiate the challenging adventure playground equipment or play on the extensive school grounds. The children gain a good sense of personal hygiene and willingly wash their hands before eating. Their parents share much information about the children's health though are not asked to sign to show they have been informed after medication is administered. The children benefit from the nutritious drinks available on request and choose from a good variety of healthy breakfast and snack foods. Staff are aware of preferences and medical requirements so that their dietary needs are well met.

Pre-school children have excellent opportunities for outdoor exercise and to gain awareness of space as they control wheeled toys and confidently climb and balance. They develop their large muscles as they dig in the compost area, and handle small tools with increasing skill, for example, to cut through pipe cleaners. They are encouraged at all times to learn to do things for themselves, for example, to dress and take care of the play equipment. They pour their own drinks whenever they are thirsty and learn the importance of nutritious foods. Involvement in healthy-eating projects, and liaison with parents about dietary needs and lunch boxes, contribute significantly to children's understanding of a healthy lifestyle. Children are able to tell others the reasons for personal hygiene. They receive good continuity of care through systems for sharing information with parents about accidents and medication.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in safe and suitable premises that are permanently set up for childcare. They make good use of the main area and the quiet room for varied activities and have different, safe indoor spaces in which to play. At the out-of-school club, plentiful resources are available from storage and children get to know the range from which they can make requests. The toys and equipment for activities are suitable for this age-range and items such as books are renewed as required.

The children move safely within the out-of-school club environment as staff constantly supervise the activities. They are kept safe through the staff's comprehensive assessment of written risks. They effectively learn to think about their own safety at different activities such as camp-fire cooking. The staff's sound understanding of child protection and of local procedures contribute to safeguarding the children's welfare. This is underpinned by comprehensive policies to support staff to take appropriate action in the event of any concerns.

The pre-school children benefit from excellent, safe, indoor resources and outstanding outdoor activities and equipment, including their own greenhouse. They safely and independently access interesting and stimulating, high-quality toys and equipment as all are clearly labelled and are appropriate to their stage of development. Children play in a safe environment as each member of staff takes daily, appropriate steps to minimise any potential hazards. They are protected as adults are vigilant at all times. Children learn to keep themselves safe as they experience small risks in controlled situations, for example, using a roundabout and occasionally playing in rough areas of woodland.

Pre-school staff safeguard and promote children's welfare and have all the required procedures in place. They all hold a current first aid certificate and have recently completed a detailed course on protecting children. Staff are familiar with, and actively refer to, the detailed policy and procedures so they have a comprehensive understanding of child protection. Issues are dealt with sensitively and effectively, ensuring the welfare of the children and families concerned.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. The routines effectively include active and quieter times and cater for all of the children's care needs. At the out-of-school club, activities are freely chosen by the children and many are initiated by them. For example, when children approach the craft table where staff are preparing materials such as paints, they step aside to encourage the children to continue with their own ideas. Planning shows that the wide range of activities available includes suggestions made by the children, and a brief record is made of the main activities in which children have participated. At the club, children extend their language skills in frequent conversation with interested adults and others close by. They interact freely with the responsive adults who ask questions to support their play, such as, 'What are you organising?' They develop good mathematical thinking to solve spatial problems at table and outdoor games. They use imagination to dress up and create using challenging media, for example, for sewing, mosaics and ceramic painting. Children explore their surroundings as they notice extreme weather conditions to exclaim over a rainbow and look forward to experiments, for example, with a 'volcano' mixture.

Nursery Education

The quality of teaching and learning is outstanding. Children gain an excellent attitude to learning as they move smoothly between their chosen activities. They show intense interest to concentrate and persevere, for example, to cut vegetables and to confidently sing to the group. Staff have a profound understanding of the Foundation Stage and of how young children learn. This means the learning environment is expertly planned to suit children's needs so they benefit

from a broad and balanced range of activities and experiences across the areas of learning. The teaching truly interests children, helping them to resist distractions and persist for some time. For example, staff skilfully extend children's play with a toy snake so they tell the story of a character with snake powers and create sounds with instruments. Staff are skilled at using a variety of approaches to consolidate learning for different children. For example, enthusiastic participation in a gardening song is extended by creating new verses, repeating interesting sounds, learning how plants grow, moving to music and acting out positions as 'the roots go down and the shoots go up'. The whole experience ends with children fascinated to find that a flower placed in dyed water has changed colour. The inclusion of all children is actively planned and monitored so they focus and become absorbed in their chosen activities. Staff have high expectations and make excellent use of time and extensive resources so children are challenged to learn as much as they can.

Children receive excellent support to progress towards early learning goals in the six areas of learning. For example, in communication, language and literacy children listen and willingly talk together as they act out stories, such as Fireman Sam putting out three fires. They learn new words as they handle different materials such as petals and make excellent use of language to recall activities they have enjoyed, including planting potatoes. Children suggest words beginning with different sounds and make excellent use of reference and story books to discuss the pictures. Some 'write' in the homecorner as soon as they arrive and children name their own work when they are ready to do so. Children make excellent progress in relation to their starting points in mathematical development. They confidently recognise and sing about the weekly number. They frequently use numbers in their play, for example, to say that three oranges cost £1.30. Children calculate in meaningful situations as they recognise 'another one' and work out their age at their next birthday. They benefit from outstanding support to explore shape, space and measure, for example, as they compare heights of towers and create a roadway around a table.

There is no difference in learning between boys and girls as, for example, each child's creativity is highly valued. Children access an extensive range of media and materials to explore textures and colours, including different shades of blue. They make excellent use of imagination to explore different roles in highly-resourced indoor and outdoor play, for example, at a 'greengrocer's shop' with real vegetables. Children eagerly respond through all of their senses, sharing food preferences and drawing objects such as recognisable daffodils. They gain immense enjoyment from all musical activities. They sing enthusiastically, suggest new verses and freely explore sounds of instruments, for example, as they march outside. The children have excellent opportunities to extend their knowledge and understanding of the world. They are fascinated to notice changes, such as leaves appearing from melting ice and the growth of potatoes they planted. Children confidently ask questions and make complex designs from construction sets. They are intensely interested in a wide variety of technology, including computer programs and cameras. They develop a meaningful sense of where they live and welcome visitors to learn about 'People who help us'.

Helping children make a positive contribution

The provision is good.

Children are happy and well settled. Those at the out-of-school club relate well to staff who foster a supportive atmosphere in which children are able to relax during their leisure time. They play well together and older children help the younger ones, for example, to understand the rules of an electronic game. Staff have good regard to children's individual backgrounds to foster their self respect. Sufficient resources give children experience of individuals from the wider community for them to develop a positive attitude to others. Children with additional needs are effectively supported over a long period of time in liaison with their parents and outside agencies, including the school special needs co-ordinator. Children are involved in devising the club's rules and use the posted list to remind others how to behave. Families are warmly welcomed by the friendly staff and their wishes are well regarded, for example, about collection arrangements. Parents receive comprehensive information in the club's prospectus leaflet and handbook. They are well informed about the children's welfare and activities as they come in to see the play in progress and staff aim to chat with them each session.

Children at the pre-school have excellent support to settle. They gain self esteem through skilful support to relate to others, for example, in a circle game rolling a ball to a named child. Children with a range of special needs receive outstanding support as staff work towards highly appropriate targets that are devised with parents and by other professionals. Staff provides ample resources that positively represent children who attend as well as giving them experience of needs that are different from their own. Children gain excellent confidence to make decisions throughout their free play. They choose from items set out and suggest other activities, including staging a puppet play. Children are polite, play amicably in small groups and behave well towards each other as they voluntarily share their toys and find each other's name cards. The setting has extended support by piloting a reward scheme that involves notes informing parents of children's good behaviour. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Pre-schoolers benefit from the excellent relationships built up through an open-door policy and continuing support for families. Parents' wishes are highly regarded so children receive consistent care. Family members say they are individually and appropriately informed of every detail about the pre-school, for example, through numerous letters and comprehensive notices. Parents are well informed about the Foundation Stage curriculum and share details about the children's progress. They are meaningfully involved in their children's learning, for example, through management, time spent enhancing the fabric of the pre-school and valued contributions of resources.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. It is well organised with robust systems for appointing new staff and ensuring their continuing suitability. Staff devote their time to the children and are effectively deployed at all times. The out-of-school club and the pre-school work successfully within tight schedules to share the same rooms, furniture and some resources. Staff follow detailed policies that are regularly revised to reflect

the care in each group. The completion of the complaints log is up-to-date; the record is compliant with Ofsted's requirements and includes the necessary information.

The children at the out-of-school club are effectively cared for by adults who are experienced and well-qualified. The operational plan works smoothly to provide a familiar place where children are safe to relax and organise their own activities. All legally required documentation is in place, though the registration system does not include accurate attendance times for children who come before school. Most of the children's personal records are well maintained.

Pre-school children are supported by clear, operational plans that include strong emphasis on staff gaining and updating qualifications. Excellent use is made of highly-resourced indoor and outdoor areas to support children's progress. Staff make good use of small groupings, and keyworkers effectively support the children and their families. Detailed systems to maintain accurate documents are in place to foster the children's wellbeing. Leadership and management are outstanding. Pre-school children benefit from highly-qualified, committed leadership that strives to improve current, excellent practice. The playleader models excellent teaching and successfully monitors all aspects of the provision to enhance opportunities for children's learning. The group is highly supported by dedicated management and has completed a portfolio to seek a quality assurance award. The pre-school promotes an inclusive environment in which every child matters.

Improvements since the last inspection

The previous care inspection recommended that the setting improved procedures to record all the required children's personal details and their health details with regard to confidentiality. A recommendation was later given to review the out-of-school behaviour management policy. Staff have revised the children's information forms so these include contact telephone numbers and request parents' permission for emergency medical treatment. Procedures are in place to ensure confidentiality is maintained when parents sign health records. These changes have improved the organisation of the setting to foster the children's health and safety. The staff follow a revised out-of-school club policy for behaviour management with reference to the National Standards and the guidance. This has enabled staff to consistently respond to older children's behaviour in ways that are meaningful for their understanding and stage of development.

In the previous education inspection, no significant weaknesses were noted and the setting was asked to further consider children's access to writing, media and creative resources. Pre-school children now have spontaneous and independent access to a wide variety of media, including tools for making marks and materials for their own creative activities. This has improved both the indoor and the outdoor provision for children's play and learning.

Complaints since the last inspection

A concern was received in February 2005 regarding behaviour management and supervision of children at the out-of-school club relating to National Standard 11: Behaviour and National Standard 6: Safety. The provider investigated the concern and later clarified issues as required. Ofsted made a recommendation that the provider reviewed the behaviour management policy

with reference to the National Standards and the guidance to the standards. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are outstanding.

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 the out-of-school records of administered medication are signed by the parents
- ensure the before-school register shows the times of children's attendance.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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