

Wise Owls Pre-School

Inspection report for early years provision

Unique Reference Number	199483
Inspection date	14 December 2007
Inspector	Jan Healy
Setting Address	The Manor Room, The Village Hall, East Street, Lacock, Chippenham, Wiltshire, SN15 2LF
Telephone number	07984 386948
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Registered person	The Trustee's of Wise Owls 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 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?

There are five part time members of staff who are employed, three have Early Years qualifications, one is currently undertaking training. The group receives assistance local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The staff help the children to stay healthy and free from germs, as they keep the premises clean and tidy, with such chores taking place when the children are not in attendance. Therefore, adult attention is not taken away from the children during their stay. Anti-bacterial agents are used for the cleaning of tables and work surfaces between activities. The children have the benefit of being cared for, by staff who hold a current first aid certificate and who put their training into place when an accident occurs. All accidents are recorded and are shared with the parents, so they are aware of any injury to their child. The children are taught to keep themselves free from cross infection, as they are taught to wash their hands regularly and have the use of

individual paper towels in the bathroom area. However, after creative play, the children share a bowl of warm soapy water, which is unhygienic. Sick children are not permitted into the provision and if they become ill during their stay, they are swiftly reunited with their parents, to protect the good health of the other children in the group.

The children are taught about the advantages of eating a healthy and nutritious diet, to help their bones grow strong. They are taught about the effects unhealthy foods can have on their bodies, for example their teeth. The children enjoy mealtimes whilst sat at a table with their friends, which helps to increase their vocabulary, as they chat about events that are important to them. The staff sit with the children, modelling good behaviour and teaching the children table manners. The staff protect the children who suffer with a food allergy or intolerance, as they prohibit the swapping of food, for the good of their health. Fresh drinking water is readily available, which the children access independently, helping to prevent them from becoming dehydrated, particularly after physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The group takes place in a village hall, where they have access to a playroom, which is set up by the staff before the children's arrival. Colourful posters and pictures adorn the walls, making for a child friendly environment. Although they have no access to an outdoor play area, the children are taken on outings each day around their local community, where they enjoy the fresh air and exercise.

Equipment makes for an accessible environment, for instance, hooks are within the children's reach, where they place their coat and outdoor shoes. All the tables and chairs are child sized, so they are able to sit and play in comfort. A booster step and seat enable the children to make use of the bathroom without adult supervision. The playroom is bright and airy and is kept to a comfortable temperature, so the children participate in activities and rest in contentment.

The staff take appropriate precautions to ensure the children in their care remain safe at all times. A risk assessment takes place daily, to minimise the risks to the children. Toys and resources are checked for damage and if found are either repaired or are discarded. An effective procedure is in place for the safe arrival and departure of children and security prevents unwanted visitors gaining access to the premises. All exits remain clear at all times and the children participate in an emergency evacuation procedure, so they are familiar with the need to leave the building swiftly in the event of a fire.

The staff have accurate knowledge and understanding about child protection procedures, so they are able to protect the children's happiness and welfare. They believe the children's safety is paramount and so they are active in keeping themselves up to date about current legislation. They are aware of the signs and symptoms of abuse and neglect and know the children in their care very well. Therefore, they are swiftly alerted to a change in their behaviour or appearance, so are in a position to raise a concern without delay.

Helping children achieve well and enjoy what they do

The provision is good.

The children are well supported during their learning, as they have the advantage of being cared for by dedicated staff, who are committed to their welfare. They share a warm and affectionate relationship, with the children seeking reassurance from the staff when necessary.

Fair and consistent boundaries allow the children to experiment and investigate in safety. The children have the opportunity of participating in a wide range of games, which help to further their development, in a secure and happy environment.

Nursery Education

The quality of teaching and learning is good. The staff have strong knowledge about the Foundation Stage and how to help the children to progress through the stepping stones. Planning is precise, ensuring the inclusion of all the children, who are regularly assessed, so consistent progress is being made. The staff are appropriately trained and continue their learning, through the attendance of courses, workshops and conferences. They make good use of the time the children are in attendance and give great consideration to the available space, setting up a broad range of play opportunities daily. The teaching meets the needs of all the children who are in attendance, as they build on what the children already know. They have a strong relationship with the parents, so are able to seek such information. The staff are aware of the stage of development each child has reached and what they require to learn in order to progress. Activities are adapted according to the children's individual needs, so all are able to take part.

The children are making good progress in their communication, language and literacy. A self registration programme is in place, with the children having their own coat peg containing their name. This helps the children to recognise certain letters and that print has meaning. The children have a further opportunity to recognise their name during snack time, when they find their card with their name written on it. There are a broad range of books, which include picture and interactive stories, which the children like to listen to, joining in with repetitive refrains. The books are readily available, which the children help themselves to, learning to turn the pages one at a time. The children have opportunities to write for a purpose, such as menus when the home corner becomes a café and to write lists. The children are learning to link sounds with letters and to learn the alphabet.

The children are making strong progress in their mathematical skills. They say number names and recognise numerals. They take the opportunity to count on various occasions, such as during registration and snack time. During water play, they develop mathematical ideas to solve practical problems, such as water displacement. During play, the children use language such as 'more than' and 'less than' and are beginning to compare two numbers. The children are able to name various shapes and are able to recognise and to recreate simple patterns.

Effective progress is being made in the children's knowledge and understanding of the world. The children are learning to make sense of their world through the provision of everyday technology, such as a telephone and cash till. They investigate items, for example, when playing with gravel, sand and foam. The children build and construct models of their choice, using recycled boxes and wooden blocks. The children are learning about their own and about others' culture, through discussion, stories and dressing up clothes. The children carefully select various tools to shape and assemble play dough to shapes of their choice. Outings are taken, so the children learn about their local environment. During their walks they find out about features, for instance road furniture and the value of buildings, including an abbey, shops and cafes.

Significant progress is being made in the children's creative development. The children explore colour when painting and find out what happens when two colours are mixed together. Musical instruments are readily available for the use of the children, who listen to repetitive sounds and are learning to move their bodies according to the rhythm. A home corner allows the

children to use their imagination, as they dress up in various outfits and pretend to be characters of their choice.

The children are making substantial progress in their personal, social and emotional development. The children enter the premises with great joy and greet the staff and their friends happily. They are excited and motivated to learn and confidently choose an activity set up by the staff. They speak in a familiar group, for example, during 'show and tell', when they bring in an item of interest from home to talk about. The children are able to maintain their concentration and sit quietly when appropriate to do so. The children are learning to take care of themselves, putting on their coat before leaving for a walk in chilly weather. The children are polite to each other and have the time to consider their actions towards others. They do not, however, have the opportunity to display their own work at their physical level, which inhibits their independence.

The children are making good progress in their physical skills. Although the group have no access to an outdoor play area, they have the advantage of being taken on daily walks around their village, which helps to increase their fitness. They have the benefit of a climbing frame being erected in the playroom, which helps them to move with control and coordination and to balance. The children move to music and take part in group games, learning to move their bodies in various ways. Wheeled toys are available for the children to learn to avoid bumping into each other and to show an awareness of space. During snack times, the children learn about healthy living and about making healthy choices and the value of eating particular foods regularly.

Helping children make a positive contribution

The provision is good.

The children play and learn in a happy, secure and discriminatory free environment. The staff spend time seeking information from the parents about their home life, so they are able to plan for their attendance. This aids the children in having a sense of importance and of belonging. Resources provide positive images of diversity, including dolls, games and books. Both the boys and the girls have the opportunity to engage in all the play opportunities available and the staff are careful about the language they use, so not to stereotype.

The staff have strong knowledge and understanding with regard to learning difficulties and disabilities. They work closely with the parents, to seek information about any individual needs the children may have, so they are able to plan and provide effective play opportunities, which encourage the children's progression. The staff work for the benefit of the children when organising a wide range of activities that can be easily adapted, to ensure all the children are able to participate.

Spiritual, moral, social and cultural development is fostered. The children's behaviour is exemplary. They are extremely polite to each other, remembering their social graces. They are learning to share and to negotiate and to give consideration to the feelings of others. Stickers are in use for the children displaying desirable behaviour, which they are pleased to receive and show them off proudly. The children show wonder when looking closely at insects and when engaging in an activity which is new to them. They show a caring attitude to their friends and are learning the difference between an accidental and deliberate act.

The staff seek information from the parents about the needs of each child, so they are able to plan for their attendance. They invite them to join the group before officially starting, which

allows the parent the opportunity to make an informed decision as to whether the provision is right for their child. There is a parents notice board in the reception area of the provision, which details relevant information about the days and times of the groups opening. The parents are able to speak to a member of staff about any concern they have about their child at any time, as the sharing of information is a priority for the staff, as this benefits the children. They have the benefit of written details about how to raise a concern if necessary.

Partnership with parents is good. The parents receive good quality information about the educational programme the children are following, both verbally and in writing. They are kept fully informed about the progress the children are making and about any concerns noted. They are encouraged to become actively involved within the group, for example, to help in fund raising. They are also welcome to join the group during a session, so they have a deeper understanding about the learning the children are attempting to achieve. Show and tell is an opportunity for the children to bring in items from home, which they wish to share with the group, for instance toys and items that interest them.

Organisation

The organisation is good.

Leadership and management are good. Both the leader and deputy work in partnership which creates an effective and improving setting, where the children are safe and feel good about themselves. The operational plan is clear and contains relevant information, which is regularly updated to include any changes that occur. The leader has a high expectation of the staff, which helps to raise the standards of education. Weaknesses identified at the previous inspection are complete, and the groups strengths and weaknesses are monitored via a self evaluation process. Therefore, the setting is continually improving. All the staff have a very good understanding about their role and responsibilities and share successful teaching strategies for the benefit of the children.

The setting meets the needs of the range of children for whom it provides. The staff provide the children with warm and consistent care. They have good knowledge and understanding about the National Standards and keep themselves up to date with any training needs, such as first aid. Effective procedures are in place for the employing of new staff, with a thorough induction programme being followed. The staff hold relevant qualifications in early years and have strong knowledge about how young children learn. An attendance record contains details of the children's arrival and departure time, so they are accounted for in an emergency. There are always sufficient staff working directly with the children for their safety, both indoors and when on outings. Contingency arrangements are in place for the event of staff absence. All records are stored confidentially, to protect the children's personal details. Documentation is readily available for inspection, so historical records can be checked.

Improvements since the last inspection

At the previous inspection, the staff were requested to ensure appropriate action is taken when there is a concern with regard to a learning difficulty or disability. The staff have attended training courses and workshops, to update their knowledge and understanding and are now proficient in this area. The staff were also requested to increase the opportunities for imaginative play, which they have done so, helping the children to develop and to extend their ideas.

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

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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):

- improve hygiene during the washing of hands after creative play

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):

- provide the children with opportunities to display their own work at their physical level

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