

# Waltham Chase Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	109969
<b>Inspection date</b>	11 May 2007
<b>Inspector</b>	Lynn Reeves
<b>Setting Address</b>	Village Hall, Winchester Road, Waltham Chase, Southampton, Hampshire, SO32 2LX
<b>Telephone number</b>	01489 895379
<b>E-mail</b>	
<b>Registered person</b>	Waltham Chase Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Waltham Chase Pre-School has been operating since 1991 in the Village Hall, which is located in Waltham Chase, Southampton in Hampshire. The pre-school has use of the main hall, a smaller group room, kitchen, toilets and a secure outdoor play area. It is a community group managed by a voluntary committee and serves the local area.

The pre-school is registered to care for 24 children aged two to five years. There are currently 29 children on roll, including 25 in receipt of nursery funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school opens 09:15 until 11:45 on Monday, Tuesday, Thursday and Friday in term time. Afternoon sessions are offered on a Wednesday afternoon from 12:30 until 15:00 except for the 4th Wednesday each month. Children attend for a variety of sessions.

There are eight members of staff who work directly with the children, of these, four hold relevant early years qualifications and one is working towards a recognised qualification. The

pre-school receives support from the Hampshire Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted because staff implement effective health and hygiene policies across the setting to minimise the risk of infection. For example, they wipe tables using anti-bacterial spray before snacks and ensure toys and play resources are cleaned on a regular basis. Children learn the importance of good personal hygiene and are developing good self-care skills through daily routines and discussions. They wash their hands after using the toilet and before eating, and talk about how they must wash the germs off after playing in the garden. Children are protected from infection because the staff are well informed about children's health and allergies. Good procedures are in place to ensure children stay healthy because staff have suitable first aid training and deal with accidents effectively. For example, after an accident occurred in the garden it was recorded immediately and the parents signed to acknowledge that they had been informed on collection of their children.

Children benefit from a healthy and nutritious diet; they confidently choose what they would like to eat from a range of fresh fruit and healthy options at snack time. They confidently pour their own drinks and help themselves to water from the dispenser when they are thirsty. Children develop a good understanding of healthy eating and are introduced to a range of new foods and tastes during weekly cooking activities, for example, pizza bases with various toppings. Children demonstrate using their good manners at meal times and staff make themselves available to help and assist if required as they sit and chat with the children about what they have been doing during the mornings play.

Children enjoy daily opportunities to play in the garden and participate in activities developing their co-ordination and skills. They choose for themselves when they want to play outside and develop their imagination and large muscle skills as they play chase with each other and practise using the hoops to develop control of their bodies. Good use is made of the indoor environment where children can ride their sit on toys, push prams, dance and exercise to their favourite music and nursery rhymes. For example, they hop, jump and crawl around pretending to be monkey's, elephants, leopard's and snakes as they listen to 'Down in the Jungle' on the music tape.

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

The provision is good.

Children are cared for in a clean and safe environment. The premises are warm and welcoming, which have a good selection of number, letter, colour and shape charts, to enhance children's learning. Children's work is displayed on notice boards, valuing their achievements and the parents' notice board displays the relevant information regarding the groups' policies and procedures, which help to ensure parents' and their children feel welcomed. Children are provided with a very good range of play provisions; they enjoy what there is to play with as toys and resources are stimulating, fun and interesting, and provide sufficient challenges to the children who attend. These are stored at low level and clearly labelled, increasing opportunities for children to be independent and make their own choice of play.

Children move freely and in safety around the setting because staff pay high attention to ensuring risks and hazards are minimised. Secure systems to register children, staff and visitors to and from the group help promote children's safety and well-being. Visual checks are carried out daily before the children arrive and are ongoing throughout the day to ensure the environment remains safe for children. Staff complete head counts of the children throughout the session, especially as they move from the outdoor to indoor environment to ensure their safety. Children learn how to keep themselves safe in an emergency situation because they practise fire drills on a regular basis. These are logged and evaluated to ensure all staff and children have practised this procedure and are familiar with the routine. Children are given sensitive reminders about keeping safe, for example, not to run when visiting the toilet and to sit on their chairs properly in case they fall.

Staff have a good knowledge and understanding of child protection issues. They have completed relevant training in this area and recognise possible signs and symptoms of abuse. All existing injuries that children arrive into group with are recorded and staff would contact the relevant agencies as necessary to protect the children. The required policies and procedures are in place and shared with parents to safeguard children.

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

The provision is good.

Children are greeted by friendly and enthusiastic staff; they find their name badge to self-register and quickly settle, finding the activity they wish to partake in. Staff make themselves available to talk to the parents and get to know the children well, which help to secure relationships between the children and staff developing a strong sense of trust. Younger children are fully included in all aspects of the care and learning as the staff have introduced the Birth to three matters framework to ensure their needs are met. Children are provided with a range of experiences to keep them stimulated and interested. However, during some large group activities one or two children are unable to sit still for long periods and become disruptive, which impacts on the other children. Staff interact well with the children, they use open-ended questions to make them think, knowing when to stand back to allow their play to develop. Staff talk to each other about how each child is progressing, then plan for their next steps of development. They evaluate activities to ensure the children are getting the best from them and adapt them according to the age and stage of development.

### **Nursery Education**

The quality of teaching and learning is good. Children are progressing very well because staff are very knowledgeable about the Foundation Stage curriculum and the early learning goals, enabling them to support the children and help them to progress steadily. Differentiation is shown on planning and staff adapt techniques according to the age and ability of the child, which enhances the quality of care children receive. They provide an exciting range of activities and experiences to all children including those with learning difficulties and/or disabilities and children who speak English as an additional language. Staff take observational notes on the children's progress throughout the session, which are then used to inform next stages of children's development. Staff praise and encourage the children as they develop their own ideas and have realistic expectations of children.

Children demonstrate high levels of independence, freely selecting equipment for themselves, for example, finding additional writing materials and resources from the low shelving. They help themselves to water from the jugs, pour their own drinks at snack time and visit the toilet

independently. Children demonstrate good self-care skills by attempting to do up their own buttons and zips up on their coats. Most children listen well to instructions and participate well during a vast selection of learning opportunities. They find reference books to further their knowledge during planned activities, for example, Italian words and numbers, and enjoy listening to stories, especially 'Duck in the Truck' where all the children get involved in the story line. Children are beginning to link sounds and letters as they find their name to self-register and see clearly labelled resources displayed around the room. Children are given opportunities to mark make during role-play when writing down the orders for customers in the Italian restaurant. Some children are able to form clear recognisable letters as they attempt to label their own work, whilst others are encouraged to find their name cards so they can copy the letters.

Children are developing their understanding of numbers and value as they play with money in the till, for example, one child tells the visitor it will cost £80 for the pizza and confidently counts how many coins she has. Children use mathematical concept at opportune moments, for example, they count how many children are sitting in the circle, they compare weight, size and measurement as they sort the different pasta shapes into sizes and play with compare bears to sort and match colour, size and shape. Children learn about themselves and their families through discussion and topic work and acquire knowledge of their environment through outings and visitors to the group, which help further their awareness of the local community. Children explore and investigate when searching for mini beasts in the garden and bring some snails indoors to show their peers. They watch them crawl, showing inquisitiveness as they point to the feelers and giggle at the slime they are making on the paper. Other children delight in showing adults what they have found, for example, wood louse, pine cones and seed pods. They use everyday technology, for example, a computer, programmable toys, telephones, magnifying glasses, scales and tills.

Children use a range of tools and equipment which help develop their small muscle control, for example, glue sticks, paint brushes, marker pens, sellotape dispensers, cheese graters and knives to spread toppings on pizzas. Children use their imagination well as they decide which characters they are going to be in the Italian restaurant, for example, one takes the order, another lays the table with plates as another finds the different pizza boxes and puts them in the oven or microwave. One child sits down and picks up the menu and calls out 'have you any chicken nuggets they are my favourite' as the waitress tells him, 'you can have pizza or spaghetti bolognaise'. Children experiment with paints as they decorate the flags and enjoy a range of media, such as, water, sand, pasta, glue and play-dough. Children have opportunities to play with a range of musical instruments, listen to taped music and enjoy taking part in group singing on a daily basis. They use their fingers and bodies to act out the actions to favourite nursery rhymes, for example, 'The Monster Rap', 'In Old Amsterdam' and 'London's burning'.

Staff work very well as a team, suggesting new ideas and methods for the planning, and monitoring the children in a variety of ways to identify individual targets for children to work towards. Staff recognise the group's own strengths and weaknesses and provide a curriculum that meets the needs and abilities of the children; this ensures children are able to achieve their full potential.

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

The provision is satisfactory.

Children develop a positive attitude toward their peers and adults. They have equal access to the resources and the activities provided. Children are highly valued as individuals as the staff get to know the children and their families. Children develop knowledge of the wider world as

they celebrate a range of cultural festivals. The children are currently learning about Italy and have opportunities to role-play in the Italian restaurant, learn some key phrases in Italian, make and taste pizzas and paint flags. They develop an understanding of the local community and environment when visiting the local school, walking to the Post Office and seeing a range of visitors to the group, for example, the hygienist and a musician.

The setting has effective arrangements in place to care for children with learning difficulties and/or disabilities and children who speak English as an additional language. The special needs co-ordinator (SENCO) continues to attend training courses and workshops and works alongside parents and outside professionals to ensure children's individual needs are met. Children's progress is regularly monitored, discussed and reviewed, and the one to one helpers support children's needs.

Children are confident and show good levels of self-esteem, most children behave well because they know what is expected from them because of the clear rules and boundaries in place. Staff use sensitive methods to promote good behaviour, for example, giving children lots of praise, gentle reminders and using distraction, although, the behaviour of some children is unacceptable and impacts on the care and learning of others. Staff are aware that some unwanted behaviour is having an impact on other children and are actively putting strategies in place, for example, working alongside parents and outside professionals. Unwanted behaviour is recorded and discussed with parents to ensure a consistent approach. Children work well together co-operatively, for instance, in role-play, sharing the resources and waiting their turn. Children are asked to help tidy away at the end of the session helping them develop a sense of belonging and responsibility. This positive approach fosters children's social, moral, spiritual and cultural development.

Parents receive detailed information about the group's aims, objectives, the Foundation Stage curriculum, details about staff, routines and how the group is organised. This is done via the prospectus, regular newsletters and clearly displayed notice boards. However, information regarding the Birth to three matters framework is not readily available for parents, which impacts on the care being offered for younger children. The partnership with parents is enhanced through organising fund raising events, for example, Children in Need activities, a Barnardo's Toddler Walk and May Fair. They ask parents to get involved with activities by encouraging them to help on the parent/rota system and to send things in from home relating to themes. Parents feel all the staff are friendly and approachable and the key worker system helps ensure their children are settled and supported.

Partnership with parents of children who receive funding for nursery education is good.

Parents are informed about topics and activities their child is involved in through daily discussion, information displayed, regular newsletters and open days. Parents are provided with lots of information regarding their child's development via their achievement records, which they can see and comment on at any time. Information about children's ongoing progress towards the early learning goals is discussed during individual appointments with their child's key worker. Effective informal communication takes place at handover and collection time, as parents are encouraged to come into the group, collect the children's creations and discuss any issues with the key workers. Children's learning is significantly enhanced by the contributions parents make and the secure links in place between home and pre-school.

## **Organisation**

The organisation is satisfactory.

Children gain self-assurance and are starting to develop positive relationships within the group because staff working with them is consistent and a key worker system is implemented to ensure their needs are met. Children benefit from the good deployment of staff and high adult to child ratios maintained. Staff maintain high levels of interaction with the children, ask open-ended questions to make children think, and ensure that activities are well resourced to keep children interested and stimulated. As a result, the setting meets the needs of the range of children for whom it provides. Robust procedures are in place for the recruitment of new staff as they are offered an induction programme, probationary period and they must read and sign all policies and procedures. The required documentation is in place, well recorded and kept confidential.

Leadership and management are satisfactory. Staff are knowledgeable about the Foundation Stage curriculum and the early learning goals, which enhance children's care and learning. Good support is offered to staff, both informally on a daily basis and formally through meetings and annual appraisals via the supervisors and the committee to ensure teaching methods are monitored. Staff are very active in updating their training; they work well as a team and make good use of regular staff meetings to monitor the curriculum and the impact on children's individual progress. The intention of activities are clear and evaluated, to see if things have gone well or to see where things can be improved, although, strategies for dealing with unwanted behaviour needs addressing. Detailed policies and procedures are implemented, which successfully promote children's care and well-being.

## **Improvements since the last inspection**

At the last education inspection, the provider was asked to give consideration to develop methods of displaying and labelling children's work so that they can recall previous experiences and see writing used for a purpose. Resources around the rooms are clearly labelled, children's work is displayed and photographic materials are used to help children recall previous experiences and see writing used for a purpose. The provider was also asked to practise counting and simple calculation. Children count throughout the session, for example, they count how many are sat in the circle at story time, they use plastic money in role-play, and use simple games such as compare bears to match and sort to consolidate their understanding of simple calculation.

At the last care inspection the provider was asked to maintain records of all visitors to the provision and review the child protection policy. Since the last inspection, all visitors sign in with their relevant contact details and the provision have reviewed and updated their child protection policy which ensures children's safety.

## **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

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 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):

- develop procedures to provide parents with information regarding the Birth to three matters framework
- further develop strategies in effective ways to manage children's behaviour, taking into account their age and stage of development

#### **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):

- consider how the organisation of large group activities can be improved so all children remain fully attentive and involved

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)