

Winterslow Pre-school

Inspection report for early years provision

Unique Reference Number	145965
Inspection date	05 July 2007
Inspector	Susan Mann
Setting Address	Winterslow Pre-School, Village Hall, Middleton Road, Winterslow, Salisbury, Wiltshire, SP5 1PQ
Telephone number	01980 863337
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Registered person	Winterslow 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?

Winterslow Pre-School operates from the village hall in Middle Winterslow and serves the local area. It consists of a large hall, an additional smaller playroom, a kitchen and toilets for children and staff. There is a grassed outside play area and the group also has access to the tennis courts for outdoor play.

The pre-school is open every weekday during term time from 09:15 to 12:00. It also runs a lunch club from 12:00 to 13:00 on Mondays, Tuesdays and Fridays. There are currently 26 children on the register aged between two and under five years who attend a variety of sessions. Of these, 17 children are funded. The setting supports children who have learning difficulties and/or disabilities.

There are four staff in total, of whom one has a relevant childcare qualification, and two are currently training. The pre-school is supported by the Wiltshire Early Years Childcare and Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well by a wide range of effective routines and practices. They enjoy a sociable snack time where they enjoy nutritious foods in each other's company. They talk to one another happily as they pour their drinks of milk and water. They take pleasure in eating a variety of healthy snacks such as fruit, popcorn, and rice cakes. Children help one another by passing around the cups and plates of food, which helps foster a sense of belonging and develop good relationships with one another. Staff ensure that children who have individual dietary needs are fully included in snack time so they do not feel different from their peers.

Children learn to keep themselves healthy. They know to wash their hands before eating and after playing outside or using the toilet to limit the spread of infection. A useful display illustrates how to wash hands properly. This helps them to develop their independence because they are able to refer to it and follow the picture routine without adult intervention.

Children have lots of opportunities for fresh air and exercise to improve their level of general fitness. It also enables them to enhance their physical development. They play outdoors most days, and have opportunities to run around and develop their co-ordination through playing ball or balancing on stilts. Children also explore the natural environment whilst playing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in this welcoming pre-school. They have plenty of room to play in the spacious environment. It is well organised and decorated with displays of their art work which allows children to feel that their efforts are valued. The premises are checked frequently to ensure that any hazards are properly dealt with. Children enjoy playing with a wide range of toys and resources that are well maintained and inviting to use. Some resources are stored at children's level to enable them to select items themselves, thus fostering their independence.

Children are kept safe because staff are vigilant in their supervision. Adults are deployed well in the hall to ensure that staff can watch what children are doing without interfering in their play. Children learn how to keep themselves safe. Staff give clear explanations about day-to-day safety issues and the children demonstrate a clear understanding of these. For example, children know not to run around in the hall because they might slip and hurt themselves.

Children are protected from harm and neglect because staff have a good knowledge of recording and reporting procedures with regard to safeguarding children's welfare. The provision is underpinned by a robust child protection policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and settled in this relaxed setting. They play with a variety of interesting activities and toys that help them to learn and develop their skills. Children play well together. Younger children benefit from playing alongside older children, who provide very good role models for them to follow. For example, a younger child watches two older children playing at

the water tray. She puts on an apron unaided and then plays with the water, copying their pouring actions and smiling.

Children under the age of three years enjoy a well planned curriculum that is tailored to their individual needs. Younger children benefit from this because learning objectives are clear to enable them to make consistent progress through the Birth to three framework. Children proceed onto the Foundation Stage when they are ready to do so, and this allows them to receive a suitable curriculum for their stage of development.

Nursery Education

The quality of teaching and learning is good. Children are progressing well towards the early learning goals. They have great fun accessing a wide range of exciting and well presented activities. Staff are caring and attentive to ensure that children are given a good level of support to help them learn effectively. The curriculum is planned well to ensure that children are presented with opportunities in all areas of learning. Children particularly benefit because staff encourage them to develop their own ideas and activities as they play. This flexible approach enables children to enjoy play activities that are relevant to their own enjoyment and needs.

Children are engaged in what they are doing. They demonstrate the ability to concentrate on activities for long periods of time in order to successfully complete a task. For example, a child spends time building an arch of connecting bricks, which he calls a rainbow. It is a difficult task because they easily fall apart during construction. However, he perseveres to successfully complete the activity and is proud of his achievement when finished.

Children's learning is carefully monitored through an effective assessment process. Each child has a keyworker who oversees this process. Staff have a clear understanding of the child's individual needs and preferences. They respect children's opinions, and they listen carefully to what they have to say. This enables children to become confident and self assured. Children's assessment records clearly indicate progress that has been made. They identify general gaps in children's learning so that the curriculum can be planned to address these areas. However, there is not a consistent system in place to identify and record specific next steps of learning for each child. This means that keyworkers do not always have specific targets to guide children towards. It also means that parents do not have the opportunity to share these next steps of learning.

Children greatly enjoy the play-based curriculum. They are confident speakers and can communicate their thoughts and ideas well. Children enjoy mark making in a variety of ways. For example, children demonstrate good control as they use coloured pens to draw patterns and pictures at the mark making table. Elsewhere in the pre-school, a group of children have great fun 'painting' the blackboard with water. Children show a good understanding of numbers and calculating. This is enhanced through practical activities throughout the session, such as counting the number of girls and boys present at registration time, and adding the numbers together.

Children are encouraged to be curious as they explore the outdoor area and are interested to look for mini beasts when they are playing. They are fascinated when they find an ant and a woodlouse in the grass. They enjoy a wide range of construction projects, as well as using programmable toys to perform simple functions. For example, children take it in turns to skilfully operate a remote controlled fire engine toy to move around the hall. In role play, children

demonstrate great imagination. They enjoy making dens and playing in the home corner, chatting to one another and creating their own scenarios.

Helping children make a positive contribution

The provision is good.

Children demonstrate a strong sense of belonging. They participate enthusiastically in the session's routine, which is flexible to suit their needs. They play well with one another and enjoy each other's company. Staff and children are happy, and there is a great deal of laughter in this cheerful setting. Children manage their behaviour well. The setting has devised rules of behaviour that are illustrated and displayed in the pre-school. Children have a clear knowledge of these, and are considerate to one another. Staff provide good role models for the children to follow, because they show respect to each child and are inclusive in their practice. Children learn about our diverse society through playing with resources that reflect a range of different cultures and beliefs. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities receive effective support to enable them to settle successfully and make good progress. The setting's special educational needs co-ordinator liaises thoroughly with parents and outside agencies to ensure that children receive appropriate help and guidance. Staff liaise closely with one another to ensure that each child benefits from a coherent and relevant programme of support that will enable them to flourish.

Partnership with parents is good. Parents are given a great deal of useful information about the pre-school when their child starts. They read the setting's policies and procedures which provide an overview of the provision. In addition, parents are provided with useful information about local services, such as schools and childminders.

Staff greatly value the information parents give them about their child. Each day, parents and keyworkers share valuable dialogue with regard to children's well-being and general progress. Staff are friendly and very willing to spend time with parents discussing any aspects of children's care and education. This enables parents and staff to gain a fuller picture of how a child is settling into the pre-school. In addition, parents have an open invitation to see their child's assessment folders or speak to their keyworker about how they are progressing at any time. However, few choose to take up this opportunity. This means that parents are not fully informed by keyworkers in a consistent manner about how their child is progressing through the stepping stones towards the early learning goals.

Parents are able to participate in the day-to-day learning of their child. They are given information about the curriculum and what topics children are following each week. This enables them to support their child's education. In addition, they are warmly welcomed into the pre-school to help during sessions. These opportunities provide a valuable insight into how their children learn, as well as providing useful additional adult support for the children as they play.

Organisation

The organisation is good.

Children benefit from the efficient organisation of the pre-school. The setting is managed by a voluntary committee of parents who are committed to the successful running of the pre-school. The committee meets regularly to ensure that management issues are properly dealt with. As parents, the members effectively ensure that the pre-school reflects and meets the needs of

the families who use it. Staff and committee liaise well to provide a coherent approach to providing care and education.

The provision is underpinned by a range of robust policies and procedures. These are regularly reviewed by committee and staff to ensure they continue to promote the aims of the pre-school. Children receive a good level of support from the enthusiastic staff who are dedicated to their well being. There is a trained supervisor who manages the day-to-day running of the pre-school and the provision of nursery education. At present, there is not a named deputy in place. This means there is not a member of staff designated to take charge in the absence of the supervisor. However, the pre-school has put a satisfactory contingency plan in place to cover such absence. The pre-school is able to call on the assistance of named practitioners who are suitably qualified to provide cover if required.

Leadership and management are good. The supervisor provides clear and effective management of the provision of nursery education. She adopts a forward thinking approach and liaises closely with the staff team and the management committee to provide a coherent and successful approach. Existing practice is evaluated and further development is thoroughly planned to ensure that children receive a good quality provision that is relevant and enjoyable. The staff team meets regularly to plan and evaluate the curriculum to ensure it is effective. The supervisor and staff members attend local cluster meetings in order to share professional expertise. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection in 2004, the provider was asked to address actions concerning the provision of care. These have been fully addressed. Children's well being is promoted in the event of them having an accident or becoming unwell whilst at pre-school. This is because there is always one member of staff present who holds a suitable first aid qualification in order to provide appropriate care. Documentation has been revised to ensure that an accurate record is made of medication given in order to limit the likelihood of accidental overdose.

The provision was also asked to consider a number of recommendations with regard to care and education. Children are kept safe when walking to and from the pre-school building because staff organise and supervise them well. They now practise good hygiene procedures by thoroughly washing their hands when necessary to prevent the spread of infection. The system used to record visitors to the setting has been reviewed to ensure a clear record is made. The pre-school has devised a robust complaints procedure which is in line with current legislation and this is shared with parents.

In the provision of education, children enjoy a wealth of opportunities to express themselves freely in creative activities such as paint, sand and water play. They regularly sing and enjoy music. They use everyday situations to develop practical calculating and counting skills. Children benefit from a broad curriculum that is planned to provide comprehensive coverage of the stepping stones. Furthermore, the assessment process has been developed to ensure that children's progress is accurately monitored. The process to identify the next steps of learning has been started, although this is not yet a consistent process.

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.

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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):

- appoint a named deputy who is able to take charge in the absence of the manager

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):

- develop a system to plan the next steps of learning for each child to help them progress towards the early learning goals
- consistently provide planned opportunities for parents to view children's assessment records and for them to discuss these with the child's keyworker.

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