

# Wigmore Under 5'S Community PreSchool

Inspection report for early years provision

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<b>Unique Reference Number</b>	105233
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Margaret Coyne
<b>Setting Address</b>	Crawley Green Road, Luton, Bedfordshire, LU2 9TE
<b>Telephone number</b>	01582 731188
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<b>Registered person</b>	Wigmore church & Community under 5's preschool
<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?

Wigmore Church and Community Under 5's Pre-school opened in 1990. It operates from a church hall in Luton, Bedfordshire. The group has access to one main hall and a large foyer within the church and community centre. They also have use of the large church hall for physical activities. They have sole use of a kitchen and children's toilets during their opening times. There is a fully enclosed outdoor play area for the children to access. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 for approximately 38 weeks of the year. The group also opens for children under three-years-old on Tuesday and Thursday afternoons from 13:00 to 15:00. They also have a 'two-plus' session where parents attend with their children. Children attend for a variety of the above sessions.

There are currently 45 children aged from two years nine months to under five years on roll. Of these, 29 children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The pre-school employs 10 staff. Of these, eight staff including the supervisor hold appropriate early years qualifications and the supervisor is working towards increasing her qualification. The pre-school receive support from a qualified teacher and the local authority. The group have completed accreditation through the Pre-school Learning Alliance (PSLA) accreditation scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because the staff have good routines in place to ensure the premises, garden, toys and equipment are clean and hygienic for them to use. They learn the importance of good personal hygiene through organised routines, discussions and activities. Children know when and how to wash their hands and are supported well as they learn the routines. For example, they have steps in the toilets to help them operate independently and bowls of clean water at the snack area and messy play area. Children learn to blow their noses and cover their mouths when they cough to prevent the spread of germs. Procedures are in place to protect the children from infection and meet their individual health and dietary needs. All of the required documentation and policies have been devised to support the staff and enable them to act in the children's best interests if they require medical attention. Two staff hold a first aid certificate and are confident they can deal with any accidents in order to prevent children becoming distressed. Accident and medication records are clear and concise and parents are required to sign each entry to ensure they have been informed, so children remain fully protected.

Children are nourished. They enjoy healthy and nutritious snacks which they often help to prepare. A café snack bar system is used and this enables children to decide when they would like a snack. They help themselves and pour their own drinks. Parents work in partnership with the pre-school as they supply the snacks on a rota system. Information is provided for them to help them make healthy choices in the items they supply for the children. Children are beginning to learn about the benefits of healthy food through discussions at snack time and topic based activities, such as exotic fruit tasting, and cooking items such as pizzas, bread, cookies and pumpkin pie. Children remain hydrated because they can access water throughout the session to encourage drinking and promote their independence. Any allergies or dietary requirements are documented and all staff are aware of these to ensure children's needs are met.

Children have fun taking part in a wide range of activities and use various resources which develop and enhance their physical skills. They develop control of their bodies to climb up, over and down the climbing equipment, pedal tricycles, swing using their legs and play football. Indoor activities also contribute as children play as a group with the parachute and take part in obstacle courses. They develop skills as they cross the balancing bridge using alternate feet to climb up and jump off in various ways. Children become adept at making marks and using tools and utensils. They draw and paint, use glue to stick small sequins onto their Christmas cards, and manipulate play dough into shapes using their fingers, rolling pins and cutters. Children enthusiastically complete small and large jigsaws and build with various complex construction sets. The daily routine is organised so that children have a balance of active play as well as quiet times so they do not become over-tired and restless.

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

The provision is good.

Children's safety is paramount to the organisation of the group. Staff carry out a rigorous risk assessment to identify hazards and take positive steps to minimise these. The accident record is evaluated to identify any patterns occurring and information is then fed into the risk assessment to ensure children can play safely. The setting is well planned with lots of space for children to move freely and safely around activities. Thorough safety and security precautions are in place to promote and safeguard the children's welfare. Staff help children gain an awareness of keeping themselves safe in pre-school. They explain and practise simple procedures such as emergency evacuation, escorting children to the toilets and the boundaries to keep children safe, such as not running inside, not throwing sand and toys and using the equipment safely. Staff know the children well and take time to explain to the children in a simple but positive manner aimed at their level of understanding. This enables them to operate safely within their environment. The premises are bright and cheerful with displays of the children's artwork around the room and in the entrance hall for parents to admire. The group are able to use the spacious indoor area and the adjoining church hall for more physical activities. They also have the well maintained outdoor area and can free-flow between these areas when the weather is warmer.

Children have access to an abundance of safe, well maintained and developmentally appropriate resources. All items are regularly checked for safety and children share in this responsibility by notifying an adult if anything is broken. Equipment and activities are attractively presented at the children's height to encourage independent access and to help children learn to respect and look after their resources. For example, the dressing up clothes are hung on a rack and children are encouraged to put clothes back so they remain nice for others to play with. Children help at tidy-up time and willingly sort toys and resources safely into their boxes. This helps children gain an awareness of safety and take some responsibility for keeping themselves safe. The low-level storage units help encourage children to act independently as they select toys and activities for themselves.

Children are well-protected. Staff have a good understanding of child protection. This ensures the children's welfare is effectively safeguarded. There is a designated member of staff responsible for this area. Some staff have attended training for child protection and cascade relevant information back to the rest of the team. This ensures all staff have a clear understanding of their responsibilities to safeguard the children and follow the correct procedures if they have any concerns about a child in their care. However, the group have not yet obtained the Local Safeguarding Children Board procedures to ensure they can comply with current practice in order to fully safeguard the children in their care.

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

The provision is good.

Children are happy, settled and secure. They have a sense of belonging as they come into the pre-school and know the routine. They settle quickly at activities and sit nicely together at group time. Children relate well to each other and some are starting to socialise together as they seek out friends to share activities with. Children spend their time in a purposeful manner as they move freely around the activities throughout the session. They are able to act independently as they choose additional activities and resources from the low-level units around the room. They enjoy exploring new and familiar concepts such as the home corner, dressing up and creativity table. They have a range of real life role play to take part in, such as a shoe

shop, school, baby clinic, vets and hairdressers. Here children can use their imaginations to take part and share experiences with others. Most children are able to concentrate and persist at self-chosen activities. Staff are on hand to support and engage those children whose concentration is limited to help them gain control of their feelings and show an interest in an activity. For example, children are encouraged to join in play at the sand tray. This has been made interesting and fun using a mix of sand and pasta, and a wide range of kitchen utensils.

Children use paint, play dough, printing and sticking, and enjoy making Christmas cards with glitter and sequins. They have ample opportunity to enjoy free expression to explore their own creativity. Their independence is developing as they move freely around the room, selecting activities and becoming increasingly more self-sufficient when using the toilets, washing hands, putting on coats and dressing up clothes. This is further extended at snack time where children are able to pour their own drinks, help themselves to food and prepare some snacks for themselves.

Staff have a clear understanding of how younger children develop and are adept at focusing activities to help them move from dependence to independence. Children are gaining control in order to manage their own feelings and the confidence required to help them become skilful communicators and competent learners.

### Nursery Education

The quality of teaching and learning is good. Children are making good progress due to staff's sound knowledge of the Foundation Stage and how children learn effectively. Plans are comprehensive and show interesting activities which challenge and stimulate most children. However, the plans do not clearly show how older or more able children can be challenged throughout all the activities. Children are motivated and make positive links in their learning. They have a strong sense of belonging and are making friends with others. Their behaviour is good because they know what is expected of them. Children help staff at registration time as they count each other and most are confident to talk in front of the group as they share items brought from home. Children's social interaction and emotional development is extended in all activities at this stage which provides them with the building blocks to move onto other areas of learning.

Children are confident speakers and engage others in conversations during their play. They use their language skills well, particularly in the role play areas as they emulate adults. Children are encouraged to bring in items from home relating to the colour, letter or shape of the week. They enjoy stories and books and handle these with care. Story times are well-managed as the children split into two smaller groups enabling them to interact with the story. For example, a story about 'Chair baby bear'. This linked into the story of Goldilocks, and the children discussed the two stories clearly seeing the links. Children have recently joined in with a treasure hunt, finding a range of objects to stick on a labelled sheet. This helps them link the written word to the object and aids their emergent reading skills.

Children are confident counters and can recognise written numbers, count and match objects, and are becoming adept at simple problem solving. For example, children use Compare Bears to match, sort and add. They gain a secure knowledge of different mathematical concepts as they become engrossed in activities such as, cooking, shape recognition, using numbers in play, and pattern making. Children's knowledge and understanding of the world around them is enhanced as they take part in activities to explore different festivals and celebrations. They learn how things grow and change as they plant and nurture carrots and onions, picking them

when they are ready and taking them home. They have opportunity to explore the different life cycles of butterflies and frogs and have enjoyed an ant farm and wormary. Children enjoy outings into the local community, providing first hand experiences of nature. They have opportunity to develop their information technology skills with the use of computers and use various programs to support their learning in areas such as literacy and mathematics.

Children understand how physical activities affect their bodies, and take part in many different types of physical play both indoors and out in the garden. Their dexterity and hand and eye coordination is developed as they use one-handed tools, build with construction and do up fastenings on coats and dressing up clothes. Their creativity is developed as they take part in a wide range of topics, learning different techniques to be creative. For example, they paint, chalk, use junk to model with and make creations with glitter and sequins. Other creative activities give children a sense of achievement as they are able to create spontaneously using their own imaginations and skills. They take part in music sessions, enjoy songs and rhymes and music and movement. Role play is extended with many familiar real life situations for children to use their own imaginations and involve others in their play.

Staff have a sound awareness of each child's individual needs and their starting points in order to move them forward. Children's achievements are clearly linked to the stepping stones. Staff use ongoing observations extremely well to plan the next steps in children's learning. They have a sound knowledge of each child's starting point using an entry profile system to set realistic goals for each child to achieve. Each child has a scrap book containing examples of their work, photographs and clear written observations to provide information about their progress and achievements. This information is used to inform future planning as any gaps can be clearly identified. They give careful attention to children who speak English as an additional language and those children who need extra support due to learning difficulties and/or disabilities. This ensures children are able to participate in all activities. Staff have high expectations for all children and create a happy learning environment.

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

The provision is good.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. They enjoy taking part in both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter and Diwali, Halloween, Poppy day and Bonfire night. Staff have very positive attitudes and present themselves as sensitive role models which in turn helps children show respect for themselves and value those around them. Children's spiritual, moral, social and cultural development is fostered. Effective systems are implemented to support children with any learning difficulties and/or disabilities or those children who speak English as an additional language. Individual Education Plans are put in place, working closely with parents and other professionals to support each child's development and learning. Dual language signs have been devised and staff are learning some simple words to help children who do not speak English, settle and gain an understanding of what is going on around them.

Children have a good awareness of the boundaries within the pre-school and respond to direction from adults. They respond well to the consistent approach followed by all adults and this impacts clearly on their security and confidence. Children work harmoniously together. They share, take turns and are polite. The staff are positive role models and use effective strategies to help children learn to manage and control their own behaviour. For example, they offer lots of praise and encouragement and value children's achievements. As a consequence the children are well

behaved, are beginning to find solutions to conflict, and develop caring and cooperative relationships. They have a sense of belonging which makes them feel secure and relaxed at the setting. Staff respect and value the children. They respond positively to their ideas which promotes their self-esteem and confidence.

The partnership with parents and carers is good. Parents play an active role in the pre-school and this in turn helps them support their child's care, learning and play. An extensive range of information is available to parents about the group, the activities and the curriculum. Posters are displayed and an accessible notice board provides clear information for parents to enable them to extend their child's learning at home. Children benefit from a two-way sharing of information between staff and parents. However, parents do not have a formal opportunity to meet with their child's key worker to view their development records and discuss their child's progress and achievements. Therefore parents are not fully informed to enable them to work together to support their child's learning. A comprehensive prospectus is in place which is continually updated and developed to show a recent picture of their practice and to help foster a good working relationship between home and pre-school. They are encouraged to be involved in their children's learning by sharing topic related items and giving feedback in the communication books. Parents have the opportunity to exchange information about their children on a daily basis with the experienced and friendly staff. Procedures are in place so that all necessary information about the children can be shared to promote their welfare and meet their individual needs. Parents are aware how they can raise any concerns or make a complaint and have filled in questionnaires which give staff feedback on their good practice.

## **Organisation**

The organisation is good.

Children benefit from the secure and robust recruitment and vetting procedures in place. This ensures they are protected and cared for by staff with knowledge and understanding of child development and the Foundation Stage. Effective systems ensure they are not left alone with anyone who has not undergone the required checks or released to anyone not authorised to collect them. Comprehensive policies and procedures support the effective running of the pre-school and ensures children are safe, happy and their welfare is safeguarded. The daily routine is well organised so children can sit together as a large group, play independently and come together in smaller groups for story, physical activities and snack times. They each have a key worker who provides a point of contact for parents and an adult responsible for making sure they have consistency in their care and learning. The deployment of staff and organisation of space contributes to the children's health, safety, enjoyment and achievement and the ongoing ability to make a positive contribution. Throughout the session they benefit from a range of planned activities and free play which are stimulating and challenging for most children.

The leadership and management is good. The committee value the staff and work closely together to benefit the children. A thorough induction and annual appraisals acknowledge their individual strengths and training needs and encourage self-development. The staff are keen to update their knowledge and understanding of childcare and nursery education through external and in-house training, and a wealth of workshops and training has been completed. They work extremely well together as a team and are dedicated, and motivated to the care, welfare and learning of the children. All staff are involved in the planning for nursery education. The plans are monitored and evaluated regularly to make sure all six areas of learning are covered in a balanced way. The pre-school supervisor is working towards her degree in the Foundation Stage and is very well supported by her deputy and the rest of the staff team.

Children benefit from this organised setting. The group operate different sessions for pre-school children and younger children. They also run a mother and tots group to support children as they move on to pre-school. Highly effective organisation of records and documents ensures children's safety, care and learning and ensures information is stored in a safe, secure and confidential manner. The dedicated committee is primarily made up of parents who actively support the staff in their role. They have developed positive working relationships between them and are committed to promoting an inclusive environment in which children become independent, happy and confident. This clearly shows that each child matters. Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the provider agreed to review their behaviour management policy with regard to a statement about bullying. They also agreed to look at the organisation of the book area and provide opportunities for children to view the written word through displays and wall posters.

A clear statement about bullying has been included in the behaviour management policy giving clear guidance on how a situation will be handled. The book area has been re-organised to ensure it is comfortable and inviting for children to relax while they enjoy the books and shared reading time. Many labels have been introduced around the room on familiar objects and areas to help children give meaning to the written word and aid their emergent reading skills.

### **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):

- obtain information with regard to the Local Safeguarding Children Board procedures.

#### **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 planning to ensure there are regular opportunities to provide further challenge for older and more able children
- develop a more formal system for parents to access children's development records to gain an understanding of their child's progress and achievements.

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