



Westbrook Little People

Inspection report for early years provision

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| Unique Reference Number | 109994 |
| Inspection date | 26 September 2005 |
| Inspector | Gill Moore |
| Setting Address | Tempest Avenue, Waterlooville, Hampshire, PO7 8NU |
| Telephone number | 07708 873260 |
| E-mail | |
| Registered person | Westbrook Little People 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

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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Westbrook Little People Pre-School opened in 1990. The pre-school operates from a community centre which is located in Waterlooville, Hampshire. It is run by a voluntary management committee, made up of parents and carers. The pre-school serves the local community and surrounding areas.

The group is registered to care for 26 children aged 2-5 years and there are currently 34 children on roll. This includes 30 funded 3 year olds. Children attend for a variety

of sessions. The setting welcomes children with special needs and those who speak English as an additional language.

The group opens four morning sessions and five afternoon sessions a week, during school term time. Sessions are 9:15 to 11:45 and 12:30 until 15:00. Four staff work with the children, two of whom are qualified and work full-time in the group. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy participating in daily physical activity which helps develop their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Inside they use a range of equipment including tunnels, hoops and climbing apparatus developing their co-ordination, however little use is made of the surrounding playing fields to ensure children benefit from exercising in the fresh air. Children learn and practise new skills such as throwing and catching balls to one another and learning to throw at a target increasing their confidence and contributing to their physical development. They excitedly dance and sing to a music tape and begin to gain an understanding of how their bodies work as they talk about why they are hot and thirsty. Children independently help themselves to drinking water and snacks from the 'snack bar' which is available to them across the session. Their understanding of healthy eating is promoted as they are introduced to a range of healthy options including a variety of fruits and chopped up vegetables.

Children's good health is promoted because practitioners have relevant first aid training and implement effective health and hygiene policies across the setting. Their individual health and medical requirements are fully met, for example medication is administered to children and records effectively shared with parents including detailed information about accidents occurring in the group. Standards of hygiene are good; however children do not learn the importance of following personal hygiene routines such as washing their hands before eating snacks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is ensured whilst at pre-school because practitioners ensure risks and hazards are removed. Risk assessments are implemented both formally and informally, highly effective arrangements for the arrival and collection of children and procedures for recording visitors to the group contribute to ensuring children are kept safe and this is of high priority. However, written procedures are not in place regarding arrangements for outside play and outings and emergency evacuation procedures are not discussed and practised regularly with children, which could compromise their safety outside or in the event of a fire.

Practitioners have a very good knowledge and understanding of child protection issues and know how to implement local procedures. Children are protected from harm and neglect because practitioners recognise signs and symptoms that may indicate a child was at risk and implement effective procedures such as recording injuries a child arrives with.

Children move freely and safely around the learning environment. They learn how to keep themselves safe for example; when handling tools such as scissors and writing materials. Discussion with practitioners helps children to recognise why balls and hoops must be kept at one end of the hall, because it is not safe for them to roll around in case children trip over them and hurt themselves. They freely access a very good range of suitable and safe play provision and equipment, which is kept clean and well maintained.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at pre-school. They self-select activities from an interesting and exciting selection practitioners make available and are actively involved and interested in their play. Children adapt well to the routine introduced by the new staff team and the use of a visual time line helps the new and younger children settle and become familiar with their surroundings.

Younger children benefit because practitioners have a good knowledge and understanding about how children learn and develop through play. They are well supported as practitioners help them to settle in to the group and gain in confidence becoming increasingly self-assured. Children use their imagination as they engage in role-play and become skilful communicators initiating conversations with their peers. They delight in opportunities to sing and dance and express their own ideas as they make suggestions about actions in rhymes. Children become competent learners persevering in building the train track and concentrate well when completing puzzles. Practitioners support young children well enabling them to learn and practise new skills and gain in confidence, for example as they are encouraged to pour their own drinks and mix their own paints during creative activities.

Nursery education

The quality of teaching and learning is satisfactory. Children are confident and eager to participate in activities playing an active role in their learning. They display good self-care skills and show a real sense of achievement when successfully completing tasks for themselves. Children enjoy opportunities to communicate in a variety of ways; for example, by contributing to group discussions and stories, through music and dance and expressing their real and imagined ideas through role-play. They practise emergent writing, accessing a variety of different tools and materials and suggest writing postcards and letters to their families. Some children's reading and writing skills are developing well as they write their names and link sounds to letters, although a consistent approach to promote this ensuring all children develop in this area is not yet in place.

Children use good mathematical language to discuss and compare size recognising when the envelope is too small to fit the letter in. They explore weight and measure through practical activities such as water play and use measuring tapes to identify who is the tallest. Children benefit from opportunities to use a wide range of materials including paint, jelly, pasta and bird seed. They show great interest in how the texture of the corn flour changes when water is added and laugh with one another as they describe how it feels on their hands. Children are confident in handling a range of tools and materials such as scissors and glue sticks and build models using various construction equipment. They are beginning to develop their understanding of time; for example, as they plant beans they talk about how they will watch these grow likening this to the story of Jack and the beanstalk.

Children develop their curiosity and investigative skills using a range of resources such as mirrors, magnets, padlocks, bolts and keys, however few opportunities are available for them to use a range of information and communication technology to support their learning. They have few opportunities to explore their community and the local environment, although practitioners have recognised this as an area for development.

Practitioners are highly effective in the way they extend children's learning through planned activities, routines and incidental opportunities. For example, children problem solve and make comparisons between numbers as they make models from dough and practitioners invite them to search for hidden numerals buried in the sand. They have a secure knowledge of the foundation stage curriculum and use very good questioning techniques and a range of exciting and inspiring teaching methods to develop children's individual skills and understanding of different concepts. Children benefit from an interesting and varied range of activities, although the curriculum has gaps in some areas and is not sufficiently matched to children's individual abilities.

All practitioners are new to the group and therefore systems for planning are not yet secure. They build very good relationships with children and are beginning to have an understanding of their individual needs, however assessment of children's starting points is not yet complete which impacts on their ability to plan for their individual capabilities. As a result younger children are given very good support helping to boost their confidence and self-assurance, however insufficient challenge is provided to those more able.

Practitioners make very good use of time and resources and children benefit because there is a good balance of adult and child initiated activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are beginning to learn about acceptable behaviour through the introduction of pre-school rules. This helps them learn to play and work co-operatively with one another; for example, when building the train track and tidying away activities. Practitioners help children understand why it is important to share and take turns and through discussion and clear explanation children begin to recognise how their behaviour impacts on others. They enjoy taking responsibility in situations when

practitioners ask them to help out with specific jobs, and respond well to the continual praise and encouragement increasing confidence and self-esteem. As a result children are happy to take initiative, show a real sense of security and begin to develop positive relationships with their peers and adults.

Children gain an awareness of a diversity of culture, ethnicity and disability through general discussions with practitioners about their families and through the use of some resources; however, few opportunities are available for them to learn about the place they live in and the wider world. Children are sensitive towards their peers and recognise and understand other people's feelings, helping to develop a positive attitude towards themselves and others. Their spiritual, moral, social and cultural development is fostered.

Practitioners promote a fully inclusive environment and all children and families are welcomed and supported in the group. Children are valued as individuals and practitioners are beginning to know their individual family and home circumstances, which secures relationships between home and pre-school and enables children's individual needs to be fully met. Children benefit from friendly informal relationships between practitioners and parents. Flexible settling in arrangements and a good induction to the pre-school ensures both parents and children are secure and confident and enables practitioners to be fully informed about individual needs and requirements.

Partnerships with parents are satisfactory and information about the curriculum is included in the parent pack. Informal discussions and newsletters help parents to be informed about what their child is involved in on a daily basis; however there are insufficient opportunities in place for parents to discuss and be regularly informed about their child's individual achievements and progress. This impacts on their ability to fully contribute to their child's learning.

Organisation

The organisation is satisfactory.

Children's care and learning is supported effectively because practitioners have a very good understanding of how children learn and how important play is in their development. Committee members and practitioners have a good understanding of their roles and responsibilities and work well as a team to promote satisfactory outcomes for children. The pre-school is well organised, the operational plan effective and the aims of the group promoted through practice. Regular meetings and daily discussions ensure operational issues are addressed within the group and the effective deployment of practitioners helps children to build a sense of security and increase confidence and independence.

Children benefit because practitioners are suitably qualified and experienced and keen to enhance their skills; for example, practitioners are receiving training around the Birth to three matters framework and intend to use this to enhance the existing provision for children under three years. Most of the required policies and procedures are in place and these are implemented effectively to promote children's care and wellbeing. As a result, the setting meets the needs of the range of children for whom

it provides.

Satisfactory leadership and management of nursery education enables children to make sound progress in their learning. Practitioners are well informed about the foundation stage curriculum and are clear about the purpose of activities. The new staff team work well together, having only been in post this term, and identify many areas in which the group needs to develop in. The current system for planning does not show how all aspects of the curriculum are to be included and is not tailored around individual children's abilities, which impacts on the challenges provided in some areas. Management support practitioners informally, although systems to monitor and evaluate teaching the curriculum and the impact on children's progress are not sufficiently rigorous to ensure all children achieve their full potential.

Improvements since the last inspection

At the last Children Act inspection the group were asked to ensure staff recruitment and induction procedures produce evidence of individuals suitability and understanding of policies and procedures. Written procedures are now in place for the recruitment and vetting of staff. Records are held on each practitioner which includes details about their qualifications and experience and confirmation that all relevant checks have been carried out. Induction procedures have been developed to include weekly meetings between the individual and the chair of the committee. Clear expectations are outlined and progress is monitored and evaluated each week identifying strengths and areas for development. An induction pack is currently being developed to include all policies and procedures ensuring all practitioners have an in-depth knowledge of these and understanding of how these are to be implemented, enabling them to promote positive outcomes for children.

The previous nursery education inspection recommended that the group introduce more detailed short-term plans which cover the stepping stones and implement challenging activities for the older and more able children. They were also asked to re-evaluate the deployment of staff to ensure children are well supported and to monitor, evaluate and develop the educational programme to ensure whole group teaching captures children's interest. The change in staff team since this inspection has seen alterations to the way in which the curriculum is planned. Current systems have yet to be fully developed, although include short-term plans identifying how activities link to the stepping stones and intended learning outcomes. Systems to ensure sufficient challenges are provided to the older and more able children are not yet in place. The deployment of staff is highly effective and ensures all children are supported effectively developing their self-assurance and confidence within the group. Systems to monitor and evaluate teaching and aspects of the curriculum are not fully developed, although group teaching is effective and ensures all children are fully included and involved and invited to make contributions and suggestions.

Complaints since the last inspection

Since 1 April 2004 there has been one complaint received by Ofsted. This related to Standard 2, Organisation, in that there were insufficient qualified staff at the setting

and Standard 11, Behaviour, in that the staff were not dealing with the children's behaviour in an appropriate manner.

A childcare inspector made an unannounced visit to the setting to carry out an investigation. As a result of this visit, the following actions were raised. The group were asked to ensure relevant checks are carried out on all staff and committee members where required. They were asked to develop and implement an operational plan showing how the provision is to be organised, including staff deployment, how the continuing training needs of staff will be met and arrangements for employing a suitable person in charge. The group were also asked to inform Ofsted of the changes to staff and committee members. The provider responded effectively to these requests and remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 arrangements to promote children's understanding of personal hygiene at snack time
- discuss and practise procedures for emergency evacuation with children and develop written procedures for the arrangements for outings and outside play
- develop the system to monitor and evaluate staff performance and 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):

- develop the system for planning to ensure children's assessments are used to provide sufficient challenges and evaluate the impact this has on children's individual progress
- increase opportunities for children to use a range of information and communication technology and to extend their understanding of the place they live in and the wider world

- improve opportunities for parents to be informed about their child's individual achievements and progress and how they can extend their learning in the home.

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