

# Wyke Regis Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	141018
<b>Inspection date</b>	18 September 2007
<b>Inspector</b>	Brenda Joan Flewitt
<b>Setting Address</b>	Shrubbery Lane, Wyke Regis, Weymouth, Dorset, DT4 9LU
<b>Telephone number</b>	01305 789222
<b>E-mail</b>	
<b>Registered person</b>	Wyke Regis Pre School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 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?

Wyke Regis Pre-school Playgroup is a committee run pre-school which has been operating for over 40 years. It is situated in premises adjacent to the Wyke Regis Primary school near, Weymouth, Dorset. The accommodation includes a playroom with segregated toilet facilities, kitchen area and two separate outdoor play areas. The playgroup is open from Monday to Friday term time only. Sessions run from 09.00 to 15.15. Children attend for a variety of sessions.

Wyke Regis Pre-school Playgroup is registered to care for a maximum of 24 children at any one time. There are currently 65 children on roll. Of these 40 children receive funding for early education. The pre-school supports children with disabilities and learning difficulties.

The pre-school employs six childcare staff all of whom either hold or are working towards an appropriate Early Years qualification. The team are supported by lunch time staff and an administrator.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is promoted appropriately. They are cared for in a generally clean environment where they learn some good procedures for their own personal hygiene. For example, they are reminded to wash their hands after using the toilet, and before handling food. However, the resources provided are not always effective in preventing the spread of infection. The bars of soap are often covered in paint after a craft activity. At snack time there is no equipment available for children to place their food hygienically in front of them, and sometimes small pieces of food are offered from a single container, which means that many fingers touch a particular piece of food before being selected. Children's accidents and medication are well managed. There is more than the required amount of staff with up-to-date first aid training, and the relevant records are completed clearly.

Children enjoy a generally healthy lifestyle. They take part in a daily activities when they have fresh air and exercise. This includes using large equipment such as climbing frames, slides and balancing equipment. Children devise different ways in moving across the brightly coloured balancing steps. They play chasing games where they weave in and out of the equipment avoiding obstacles and each other. Children are offered healthy options at snack time including fresh fruit or vegetables, and they can access drinking water at all times. This all contributes towards their physical development and good health.

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

The provision is satisfactory.

Children play in safe and secure premises where most hazards and risks are identified and minimised. The security arrangements mean that children are protected from uninvited visitors and cannot leave the premises unsupervised. Risk assessments are carried out by staff, however, these are not fully effective in keeping children safe. For example, there is a hole in the fence around the play area large enough for a child to crawl through, and several pieces of broken wire are protruding.

Children move around freely and in safety inside the building as they choose activities, because the space available is organised appropriately. Staff deployment allows for suitable supervision of the children's activities. Children use equipment and play provision that is well organised and kept in good condition. Children learn what is expected if they must leave the building in an emergency as they are involved in discussion and regular fire drills. Fire exits are clearly marked and staff are sure about their roles and responsibilities. Records are kept and each event is evaluated. All this promotes children's safety in a real situation.

Overall, staff have a satisfactory understanding of recognising signs and symptoms of abuse and the procedures to follow in the event of concerns. Existing injuries are recorded as routine. This contributes towards helping to protect children from harm. The written policy is not fully updated and does not include procedures to be followed in the event of allegations against staff.

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

The provision is satisfactory.

Children are happy, settled and secure. They enjoy their time at the setting and make good relationships with staff and each other. They develop confidence in making their needs known, as they can be sure of a friendly response. Children are generally well occupied and interested in the activities, which offer a balance of self-chosen and adult-led tasks. A new system in place encourages children to choose activities by way of selecting the relevant picture card from a line at register time, and helping a member of staff find the resources. New children are supported in getting to know other children's names as they hand out name cards at snack time. Children are encouraged in developing independence in some practical skills. Most children wash their hands independently, the basins and resources are at low-level to enable young children to access them easily. However, staff do not make the most of the opportunities at snack time to help children develop skills such as pouring their drinks, or solving problems like finding the correct number of cups or chairs.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a suitable working knowledge of the Foundations Stage and use this to plan an appropriate range of activities over a period of time. Plans are linked to the stepping stones, however, they do not indicate how varying abilities are supported. The system for recording children's progress is not used effectively to plan for each child's next step. The 'Yellow Books' contain some samples of children's art work and record their knowledge of aspects such as colours and shapes. However, the 'Progression through the Foundation Stage' books are completed at the end of the child's final term, so are not effective in tracking their progress.

Children use language confidently to chat to their friends and staff, organising their play or relaying an event which has happened at home. They like looking at books, sometimes alone, or with a friend and are starting to recognise their written name through the self-registration system. Children begin to develop an awareness of number through planned activities and as they hear staff count children when they line up to go outside. As staff support their imaginative play with small world toys, children sometimes hear comparative and positional language. However, children do not regularly solve mathematical problems during every day activities.

Children have daily opportunities to express themselves in some form of art activity or messy play. For example, children enjoy experimenting with paints, mixing colours, painting their hands and then making prints or swirly patterns on paper. Children like to sing familiar songs, some are confident to stand in front of the group to sing alone or with a friend. Children's knowledge of the world around them is promoted through discussion both in groups or as staff support children individually. For instance, a child has a conversation with a member of staff about insects and animals as they choose magnetic shapes, discussing how many legs and where creatures live. Children construct with a variety of materials and resources. There are sometimes opportunities for children to practise skills using a computer, but this is not a regular activity.

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

The provision is satisfactory.

Children start to develop a sense of belonging and being part of a community. Some children who move on to attend the school nursery enjoy returning for part of the day, meeting up with familiar adults and children. They learn about people who help them in the local community

through visitors in to the group such as police officers and a dental nurse. They explore festivals and celebrations from both their own culture, and others which helps them to become aware of a wider world. Children with additional needs are supported appropriately. Staff prepare well for new children by liaising with parents and connected professionals to work out strategies to help every child to be included.

Children behave well. They know what is expected through familiar routines and explanations. Most children are keen to help pack away toys and resources. They receive praise and encouragement for their efforts and achievements, which helps build their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the staff's positive relationships with parents. Parents receive good information about the setting by way of displays on the notice board, regular newsletters and daily opportunities to exchange information verbally to help meet individual needs. Parents and carers are welcomed in at the beginning of the morning session to sit with their child and look at books before saying goodbye. Partnership with parents and carers is satisfactory. Parents have the opportunity to have an active voice in their child's care and education by joining the management committee. However, parents are not asked to share what they know about their child's starting points in the Foundation Stage, and do not have formal opportunities for discussing their child's progress records with staff.

## **Organisation**

The organisation is satisfactory.

Children are cared for by suitably qualified staff who work well together as a team. Most of the session runs smoothly, so that children know what to expect and settle well. The staff recruitment system is adequate in determining new staff's suitability to work with children, as they undergo vetting procedures, and references are requested. However, there is no system to gain information about any health issues. Therefore, children's welfare is not fully protected.

The appropriate organisation of the premises, resources and structure of the day means that children are active in a generally safe environment, access provision to make some spontaneous choices, and enjoy activities both inside and outside. However, some resources and routines do not fully promote children's health.

Leadership and management is satisfactory. The management committee are developing their roles and understanding of their responsibilities, which includes updating some of the policies. There are adequate systems in place to help monitor the provision for nursery education which includes support from local authority advisors, and annual staff appraisals where training needs are identified. However, some of the recommendations from the last inspection have not been fully addressed. Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The last care inspection recommended: that all staff and volunteers are made aware of any individual dietary needs or allergies; that children have an appropriate range of resources that promote positive images of disability and non gender roles; that fresh water is available throughout the day and that snacks offered are varied, healthy and nutritious.

A list of children's dietary requirements and allergies is displayed in the kitchen area for staff, there is a small water dispenser available so that children can drink when they are thirsty throughout the day, and the snacks offered are varied and nutritious. Therefore, children's health is promoted in these areas. There is a suitable range of resources available that reflect positive images of diversity, which helps children develop an open attitude to people's differences.

The last nursery education inspection recommended that planning was improved to include early calculation and exploring the meaning of new words; and that systems were developed to ensure parents are informed about the curriculum and become involved in their child's learning.

Children experience new words through discussion with staff as they support their activities, however, children do not regularly solve problems involving early calculation.

The prospectus for parents includes information about the areas of learning and planning is displayed in the setting. However, parents are not fully involved in their child's learning as their knowledge of their child's stage of development is not sought effectively on admission, and there are no formal opportunities for discussing their child's progress.

### **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 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 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):

- review the resources supplied for hand washing and at snack time, to prevent the spread of infection more effectively
- ensure all outside hazards are identified and minimised
- develop the staff recruitment procedures to include all aspects of new staff's suitability.

## **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 planning and assessment system to plan more effectively for each child's next steps
- involve parents more fully in ascertaining children's starting points, and their progress records.

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)