

# Walton Under Fives Pre-School Group

Inspection report for early years provision

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**Unique Reference Number** 143024

**Inspection date** 11 September 2007

**Inspector** Elaine Douglas

**Setting Address** The New Village Hall, Meadow Lane, Walton Village, Street, Somerset, BA16 9LA

**Telephone number** 01458 840800 or 01458 841660

**E-mail**

**Registered person** The Trustees of Walton Under Fives Pre-School Group

**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](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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

The Walton Under Fives Pre school Group is run by a parents' committee and opened in 1995. It operates from a new village hall in the rural village of Walton, close to Street in Somerset. The pre school have access to the main hall and small adjoining room, as well as separate toilet facilities. The group have their own enclosed garden, and regularly use the community hard court and park. Children attending are from the local and surrounding area, and the majority of the children move on to attend the nearby village school. A maximum of 24 children may attend the group at any one time. Sessions are from 09.00 until 13.00 Monday, Tuesday, Thursday and Friday.

There are currently 20 children from two and a half years to five years on roll. Of these, 17 children receive funding for nursery education. The group supports children who have learning difficulties and/or disabilities.

The group employs five staff. The pre school leader holds a level 3 early years qualification and one member of staff holds a level 2, three other staff are working towards an appropriate qualification. The group receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's health is extremely well promoted by the staff implementing the group's excellent health procedures, this is effectively supported by the extensive information for parents regarding health issues. High standards of hygiene ensure children play in a clean healthy environment. An excellent supply of first aid equipment and very clear systems are used to protect children's health. For example, medical information is stored in waterproof folders and reminders are used to ensure necessary medication and information are taken to the outdoor facilities.

Children develop excellent practices which promotes their health awareness. They are able to help themselves to drinks at any time, they know that they should wear sunscreen and their hat to protect them from the sun. They wipe their own nose and throw away the tissue, and they independently go to wash their hands before eating, and after using the toilet; staff supervise to ensure this is done correctly. Children show their understanding of why this is necessary with comments such as " you need to wash your hands or you get germs".

Children make choices from the café style snack area. There is an extensive menu, such as fresh or dried fruit, raw vegetables and dips, and cheese and breadsticks. Parents are given comprehensive information on the groups 'healthy eating' policy to support them in providing nutritional packed lunches; staff sit and eat with the children and provide good role models.

Children take part in daily activities which promote physical development, spatial awareness and coordination. An excellent range of large equipment both inside and outside help develop children's large muscle skills. They balance with coordination, climb in and out of small spaces, and move in a range of ways, confidently negotiating steps, obstacles and their environment. Children have daily opportunities to take part in activities outside, such as gardening and can be active or rest, according to their individual needs.

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

The provision is outstanding.

Children remain safe at all times by vigilant staff following thorough procedures. The spacious environment is organised extremely well to promote children's all round development, while keeping them safe and secure. Children move safely between the two rooms ensuring they benefit from accessing the wide range of developmentally appropriate resources, which are extremely well maintained. The low level access to resources promotes children's independence in making choices. Staff inform each other when they are leaving their designated area and doors are locked when adults leave the room to escort children to the toilet. Excellent risk assessments are carried out each day and combined with staff's thorough checks children's safety is given utmost priority. For example, when using the near by park a member of staff will carry out a risk assessment, staff follow stringent procedures when escorting the children and on arrival the children wait briefly while staff make one last check.

Children develop an impressive awareness of taking care of their own safety. They regularly take part in practising the emergency evacuation procedures and learn basic road safety, they know to use scissors at a table to prevent accidents, and they understand that many procedures are for their own safety. For example, one child tells a younger child they must hold hands to

be safe when walking to the park and another takes a florescent jacket to a visitor, which all children and staff wear on outings. Potential dangers are appropriately pointed out to the children to enable them to learn to take responsibility for their own safety.

Children's welfare is safeguarded by the staff having a very good awareness and understanding of child protection issues. Confidentiality and appropriate records are maintained. Staff are very clear on the procedures to follow in the event of a concern. Excellent documentation is available for staff and parents for further guidance.

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

The provision is outstanding.

Children under three years benefit from their time at the setting through staff using the Birth to three matters framework to identify how the activities meet their individual needs. They are fully involved in all the activities for the older children and are exceptionally well supported so that they make excellent progress. Younger children's learning is enhanced by opportunities to take part in small group activities away from the older children, which are geared to their level of understanding and concentration. Staff ensure that all activities provide rich, challenging experiences, which are achievable, consequently children are eager to learn and proud of their achievements.

#### **Nursery Education.**

The quality of teaching and learning is outstanding. Children make rapid progress towards the early learning goals because staff have an excellent understanding of the Foundations stage curriculum and the most effective way to implement it, through play and first hand experiences; consequently, children are motivated to learn. The varied, stimulating experiences capture children's attention so they remain at activities until they have completed them to their own satisfaction. Staff provide a wide range of resources many of which children can access for themselves, this enables them to take activities in their own direction, using their own imagination and problem solving techniques. This significantly enables children to become independent learners. Children have excellent attitudes to learning and are eager to be involved in all activities because staff provide enthusiastic role models.

Children greatly benefit from the excellent assessment systems; daily observations of children's achievements ensure that staff have a very thorough knowledge of each child's individual stage of development. This knowledge is very effectively used to plan the next stages for each child. Children are developing excellent communication skills which supports their development in all areas. They ask questions and are confident to display their knowledge. For example, one child explains that the cheese in their sandwich was made from milk and that the milk came from cows. The exceptional access to mark making resources means all children are gaining an excellent awareness of using writing for a variety of purposes, and older and more able children form recognisable letters and write their names.

Children develop confidence in practising new skills, using a range of equipment in the busy, yet calm environment. They enjoy investigating natural resources and taking care of the garden. Very good prompts are used around the room to support staff in providing highly effective interaction during regular activities, such as role play, sand and water. For example, staff support children in using the role play area to work together to act out a narrative. Regular visitors to the group and purposeful outings all support children's learning and provide meaningful experiences. For example, children 'write' their own letters and a visit to the sorting office

demonstrates what happens after they post them in the post box. Children make excellent progress considering their starting points and abilities.

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

The provision is outstanding.

Children display high levels of confidence and self esteem. New children to the group are extremely settled due to the sensitive way they are introduced to the routines. Children are valued as individuals, they are given ongoing opportunities to express their opinions and are given appropriate responsibilities. They have warm relationships with staff and positive behaviour is consistently reinforced, so children are extremely well behaved and have an excellent awareness of expectations. They are kind to each other and know the 'golden rule' is to have 'kind hands, kind feet and kind mouths'.

Children gain an awareness and respect for people's differences, through positive discussions, posters, planned activities and playing with resources which provide positive images. Children develop an excellent understanding of others who may not be as fortunate as themselves, through raising money for charities. Children with learning difficulties and/or disabilities are extremely well supported to ensure they are fully included and supported in their development. There is an excellent ethos of inclusion; sign language is used with all children which aids communication and ensures equal opportunities. Children's individual needs are given high priority and very effective systems ensure they are always met. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Children's care and learning is enhanced by the positive relationships staff build with their parents. Parents receive comprehensive information on the provision and their child's development. For example, as well as regular access to their child's development file they also receive a thorough report at the end of each summer term on their child's progress towards every early learning goal. They are kept involved in their child's learning and given very good opportunities to attend the group. Open-afternoons enable parents to see how their children learn and to ask questions about the Foundation Stage curriculum. Recently they have had an opportunity to find out about the new Early Years Foundation Stage and to see how it combines all the current frameworks. New parents receive an extensive pack of information and provide staff with an initial assessment of their child's development which ensures staff can plan the curriculum to meet each child's needs.

### **Organisation**

The organisation is outstanding.

Children thrive in an environment in which their care and welfare is paramount. The daily operation of the setting is exemplary. The excellent organisation of the operational plan provides a very good working document for staff. The very thorough policies and procedures are implemented exceptionally well by the staff to ensure consistent, effective organisation. Accurate records are maintained of the children's attendance and all necessary documentation is in place. Children spend most of their time together and are grouped appropriately for short periods of time which benefits their development; staff are extremely well deployed, working directly with the children at all times. The committee have all attended training to enable them to carry out their roles and responsibilities to support the setting. The annual appraisal system ensures staff development and the quality of teaching is monitored, so children benefit from

high quality care and education. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is outstanding. Constant, extensive systems are used to enable staff to evaluate their practice and make ongoing improvements. For example, parents who attend the sessions are asked to give their feedback, as well as all parents having opportunities to comment on the provision. Excellent systems ensure all staff are involved in the planning and running of the sessions, consequently there is a shared commitment in delivering a high quality provision. Staff work exceptionally well as a team and the pre school leader provides an excellent role model.

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

At the last care inspection the group were asked to formally complete risk assessments and to implement an action plan detailing how at least half the staff will gain a relevant qualification.

Since that inspection the group have devised extensive risk assessments which are used to identify risks and record actions to minimise them, this helps to keep children safe both inside and outside the premises. Clear action plans have been devised to monitor staff development. All staff have gained or are working towards a relevant qualification. There is an expectation in the recruitment procedures that staff who do not hold a qualification will be willing to work towards one. This ensures that staff have a good knowledge and understanding of childcare, to safeguard children and promote their welfare and learning.

At the last nursery education inspection the group were asked to provide more opportunities for children to explore living objects, and music and sound.

The children now have regular opportunities to explore living things, for example, gardening, exploring natural resources, and investigating a wormery, and the group invite visitors to the group such as, guide dogs and a new born baby to promote children's awareness of the natural world. Children explore instrument individually and take part in music and sound activities. Effective planning ensures that children now have excellent opportunities in all areas of their development.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take 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**

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The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)