

# Whaddon Under 5's Playschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	131140
<b>Inspection date</b>	03 March 2008
<b>Inspector</b>	Cordalee Harrison
<b>Setting Address</b>	Jubilee Hall, Stock Lane, Whaddon, Milton Keynes, MK17 0LS
<b>Telephone number</b>	07922184740
<b>E-mail</b>	
<b>Registered person</b>	Whaddon Under 5's Pre-School
<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?

The Whaddon Under 5's Playschool was re-registered in 1997 and is sited in the village hall of Whaddon on the outskirts of Milton Keynes in Buckinghamshire. A committee of volunteers manage the preschool. Children attend from the village and surrounding areas. The premises used comprise of two halls, a kitchen, toilet and washing facilities. There is also an enclosed area to the front of the building, which is used for outside play.

There are currently, 29 children aged from two to under five years on roll. Of these, 16 are in receipt of funding for nursery education. The setting supports children with learning difficulties and or disabilities. The preschool opens Monday to Friday mornings from 09.30 until 12.00.

The setting employs three members of staff, all of whom hold relevant qualifications, two members of staff including the manager is qualified to level 3 in childcare and education.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Free flow of play from indoors to outside enables children to spend a high percentage of their time out in the fresh air. Consistent planning for use of the outdoor space and resources enables children to extend their learning across all areas of curriculum whilst enjoying outdoor activities. For example, some children stage a play to entertain their peers, other children complete number puzzles and some children use the 'Whiz ball'. They are all making purposeful use of the outdoor area to pursue their interest and consolidate their learning. Children are developing their independence and self-care skills very well, they demonstrate that their coordination and fine movements are well developed, as they put on their coats on and manage tricky fasteners, such as zips and toggles to ensure that they are warm when playing outside. Children are making good progress in their physical development through the regular physical activities they experience each day.

Children carry out their activities in clean surroundings; this reduces the risk of cross infection and enables them to make the best use of the space. For example, because the floor is clean children are able to participate in a wide range of floor-based activities. They are also developing good hygiene practices. For example, they wash their hands independently, after using the toilet and before eating their snacks, older children know where the tissues are, and use them independently. Children eat healthy snacks; mainly fresh fruits and savoury foods. Staff are aware of children's allergies and appropriate procedures are in place to ensure that children's health is not compromised. To reduce the risk of children choking, they are consistently supervised whilst they eat their snacks.

Sufficient staff who are qualified in first aid use suitable procedures to deal with children's minor accidents. Accident records include all of the required information and clear procedures are in place for the management of medication. To further safeguard children's health written parental permission to seek emergency medical treatment or advice is in place.

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

The provision is good.

The clean, bright, and spacious halls provides a welcoming preschool environment for children. They are set out well to provide children with easy access to a wide range of floor based and table top activities. Children move around the preschool freely, initiate, and engage themselves in purposeful activities with the good quality resources that are readily accessible to them.

Systematic risk assessments and daily checks are used effectively to create and maintain a safe and secure environment for children indoors and outside. This allows children to make good use of the space, thus developing their confidence and independence. Most aspects of fire safety are properly addressed. For example, fire safety checks are completed regularly and children practise the fire drill often. However, not all fire exits in the premises are maintained free of obstruction and the record of fire drills does not include any information to inform future practice. For example, it does not include numbers of children present or the length of time it takes to evacuate the premise.

The setting safeguards children's welfare appropriately, because staff have good knowledge of safeguarding and child protection issues. Staff are clear about lines of communication for

dealing with concerns including, communication with parents the local children's services and the registering authority. They are familiar with the Local Safeguarding Children Board's guidelines, which include relevant contact numbers. Staff and parents are able to act immediately to deal with any issues of concern regarding children's welfare. In addition, staff have full understanding of the importance of confidentiality when dealing with child protection issues. To enable parents to deal with child protection issues independently, the child protection policy is readily available to them in the setting.

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

The provision is good.

Children enter the preschool happily and settle quickly at the start of the session. They are becoming familiar with the daily routine. Children separate from parents easily; they know that they can keep their comforters if they wish. Children speak clearly and share information, they talk about their activities away from the preschool; they are developing a sense of belonging. Children are making good relationships with their peers and adults in the group. They show affection for others and are learning to value achievements of their peers. For example, two children greet each with a hug, and another child pats her peer on the shoulder and says well done, when he has completed the computer game.

### **Nursery education**

The quality of teaching and learning is good. Staff support children very well in their self-selected activities. In addition, they have good knowledge of the Curriculum guidance for the Foundation Stage and the activities that they provide for children are linked securely to the stepping-stones. This enables children to make good progress in their learning towards the early learning goals. Activities are planned to help children to gain first hand experiences across all areas of learning and to encourage them to explore, investigate and experiment to consolidate their learning. Staff play an active part in children's learning because they clearly identify learning intentions to support the activities across all areas of children's learning. For example, the snack bar is used to extend children understanding of healthy eating, good manners and to encourage them show consideration for their peers. Children are becoming confident learners; they take the lead in most activities. They are developing their own interest and setting their own challenges. For example, a child sorts by colour and shape, counts to 18 and shows a member of staff what has been achieved; the child is proud of the achievement and shares the pleasure with others. Staff are skilful at developing children's listening and communication skills; they encourage children to take some responsibility for their learning and to learn from each other. For example, children select the activities that they want to do, many children wish to use the computer, and a child explains to peers that if they push and shout they will not be able to use the computer properly.

There are sufficient opportunities for children to make marks, and to develop their recognition of letters and numerals. Many number lines with corresponding items help children to consolidate their understanding of numbers and to replicate them in their activities. To encourage children to begin to write for different purposes' marking making implements are easily available to them in many areas of the preschool. Children are learning to recognise their names, for example, they hang their coats on pegs marked with their names, and they select their names to register at the snack bar. Children enjoy books, they select books of their choice, which staff read expressively to them individually and in groups. Children listen intently and join in; they predict what will happen next. In addition, to a wide range of problem solving activities children count and sequence numbers in small and large group, as well as in individual activities. Children are

confident in their use of modern technology most children show an interest in wanting to use the computer; they are able to follow some familiar programmes and skilfully manipulate the computer mouse. Children's creativity is very well promoted. For example, children use a variety of messy play resources, including paint, sawdust, water and malleable resources. The children eagerly a familiar nursery rhyme to a rap tempo, they are clearly having fun.

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

The provision is good.

The setting cares for children's individual needs well. Many activities that are lead by children help them to develop their individual interest. In addition, regular observation and secure knowledge of individual children's stage of development enables staff to plan consistently for them. For example, information about whether specific children like to play indoors or outside is use to inform the activity plan and use of resources. A variety of good quality resources, which includes posters and play figures help children to deepen their understanding of diversity, disability and culture. The atmosphere in the preschool is busy and purposeful; children show consideration for others. They are polite and responsive to the staff who are good role models to them. Children are learning to care for their resources and know their contributions are valued. For example, they join in enthusiastically at tidy up time and are quick to lend a hand with the dustpan and brush to sweep up the wood shavings from the floor. Spiritual, moral, social and cultural development is fostered.

The setting is experienced at providing for children with learning difficulties and or disabilities. The inclusion officer is trained and experienced at working with parents, health and education professional, to develop and review individual educations plans for children. Staff know their key children well; they are experienced at supporting them to work towards set targets. Children with learning difficulties and or disabilities make good progress in their learning, because the preschool plans and prepares well for them. This ensures that the correct strategies and resources are in place to create an inclusive environment for all of the children.

Partnership with parents is good. The setting is working well with parents to inform and involve them in their children's care and education. Parents know their children's key workers and they praise all of the staff highly. Parents value the opportunities the setting provides for them to share reading books that the preschool provides with their children, as well as the opportunities to share their children's achievement records. However, some parents do not feel fully informed about their children's daily activities, they do not feel that they always get sufficient information to enable them to build on what children are learning at preschool.

### **Organisation**

The organisation is good.

Children are making good progress in their learning and development. They use ample good quality safe and stage appropriate resources in their daily activities. Activities and resources that provide all children with first hand experiences encourage them to explore and experiment as they learn through play. Children are well supported and encouraged to initiate many activities to make the learning experience individual to them, because the staff makes effective use of guidance issued by government, such as Birth to three matters. The setting meets the needs of the range of children for whom it provides.

The setting's recruitment procedure is sound, it includes all of the necessary elements and staff checks. To safeguard children's welfare all staff are clear through the setting's vetting procedure,

only staff who are vetted are alone with children. The induction procedure includes all of the necessary elements. Staff are clear about their roles and responsibilities to the children; they carry out their duties in a calm and efficient manner. All of the documentation required to safeguard children's welfare is in place. For example, the attendance record of children, staff and visitors are accurate and up to date. A number of informative policies support the setting's policies; they provide sufficient guidance for staff and parents. For example, staff are familiar with the inclusion policy and the uncollected child policy is linked to the child protection statement. In addition, all of the setting's policies are accessible to parents in the setting each day.

Leadership and management are good. The leadership and management team works closely with the staff. It provides staff with on going training and support. They ensure that there are ample resources to deliver the nursery education. Sufficient staff are deployed effectively to support children's learning. Staff are confident in their knowledge of the Foundation Stage curriculum; they carry regular observations of children, which provide sufficient information to inform activity plans overall. The setting continues to develop parental involvement in their children's learning. However, there is no procedure for the evaluation and monitoring of the setting's overall performance to be confident that children's learning is always maximised.

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

At the last Children Act inspection, the provider was asked to clearly identify children's special dietary requirements and to gain parents written permission to seek emergency medical advice or treatment for children.

There is now a clear system for the identification of children's allergies, it is known to staff and there is an appropriate procedure in place to manage children's allergies. To safeguard children's health all of the necessary written parental permissions are in place.

At the last nursery education inspection, the provider was asked to provide practical activities for children to extend skills in counting, number recognition and calculation and to provide more opportunities for children to link sound to letters and to practise formation of letters. The provider was also asked to improve children's observational records and to evaluate the curriculum to ensure that all areas of learning are covered and that learning intentions are met.

Since the last nursery education inspection, the provider has made good progress. The setting has properly addressed the recommendations made at the last inspection. Careful planning and evaluation of the daily activities ensures that all areas of the curriculum are covered consistently in the preschool. Observation records, which includes the next step in children's achievements enables staff to promote children's learning in a consistent manner.

### **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 complaint 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 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):

- improve the recording of fire drills and ensure that all fire exits are clear at all times

#### 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):

- improve the system to inform parents of the children's daily activities (also applies to care)
- develop a system to evaluate and monitor the setting's overall performance (also applies to care)

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)