

# Wheatley Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	134328
<b>Inspection date</b>	14 September 2007
<b>Inspector</b>	Susan Victoria May

<b>Setting Address</b>	The Playgroup Room, Wheatley Primary School, Littleworth Road, Wheatley, Oxford, Oxfordshire, OX33 1NW
<b>Telephone number</b>	01865 873687
<b>E-mail</b>	
<b>Registered person</b>	Wheatley 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Wheatley Preschool was established in 1965. It is a voluntary group that has Charitable Status and is managed by an elected committee of parents. The playgroup is registered to provide day care for 26 children from three to five years of age. Sessions take place every weekday from 09.00 until 11.45 and from Monday to Thursday from 13.00 until 15.30. The playgroup is open during term time only.

The playgroup serves the village of Wheatley in Oxfordshire and the surrounding area. It takes place in premises at the Wheatley Centre which is located in the grounds of Wheatley Primary School. The playgroup has the use of a playroom with a kitchen, a store room and toilet facilities. The children also have the use of a fenced outdoor play area.

There are 43 children on roll at present, 26 of whom are funded three and four year olds. The setting is able to support children with learning difficulties/disabilities and has facilities to support children who speak English as an additional language. There are seven members of staff who work with the children. Three of the staff hold early years qualifications and a fourth member of staff is currently working towards a recognised early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about healthy eating and living and enjoy play in a clean environment. Staff are good role models and follow good hygiene procedures themselves. For example, they wear specific aprons for serving snacks. Children follow routines very well; for example, they know to wash their hands before eating, after messy play and using the toilet and are very clear that the reason is to get rid of any germs. Children begin to understand about their bodies and how to keep well, for instance, they know to wipe their nose they need to use a tissue; however, these are not easily available for children to access independently. There are systems in place to record accidents, these are accurately completed and shared with parents in order to protect children. Policies for emergency medical consent and for the administration of medication are in place. Most staff members have suitable first aid training. This promotes and safeguards children's welfare.

Children enjoy physical exercise and participate enthusiastically in free play; they explore, test and develop physical control in daily indoor and outdoor experiences. Staff have regard to the needs of the children and the stepping stones towards the Foundation Stage. This understanding of each stage of development means the children are confident to try out new skills, ask for help when needed and set their own limits within the environment. Children enjoy physical exercise, participate enthusiastically in free play, and take part confidently in daily activities to increase control and co-ordination. For example, they use tools and small scale construction toys and have access to large equipment such as climbing frames, slides, scooters and tricycles, which help to increase their climbing, balancing and pedalling skills.

Through topic work and discussion, children begin to understand the benefits of a healthy diet. The introduction of the 'healthy eating' baskets in the role play area help reinforce children's understanding of good nutrition in everyday play. During the session children receive a snack of fruit provided by parents. Children independently pour out their drinks at snack time but do not have access to drinks during the session unless they request it. Snack times are a social occasion, enjoyed by all; this helps provide children with a sound foundation for future eating habits.

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

The provision is good.

Children are secure within the environment and staff follow most procedures effectively to keep children safe. Staff check visitors' identification and ensure they record their visit. Staff supervise the children at all times and good arrival and departure procedures safeguard children's welfare. Staff complete safety checks and daily risk assessments and deal with any obvious hazards effectively, less consideration is given to dealing with minor faults as promptly. Fire procedures are in place and staff are clear of the procedures to follow, on arrival visitors are informed of the fire plan and the children practise it regularly to ensure a rapid evacuation in the event of an emergency.

Staff accurately record children's attendance times and they are aware who is able to collect the children. There is sufficient space for children to move and play comfortably and child-sized furniture supports them in their play. Children freely access and use suitable, well maintained

equipment and resources, which are age appropriate and meets their developmental needs. Children are able to self select additional resources to extend and support their play.

Children learn to keep themselves safe and avoid accidental injury by not running inside, respecting others when waiting in a line and not entering the garden without staff. Children are protected because staff have a very good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary.

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

The provision is satisfactory.

Children enjoy their time at the preschool and are confident and secure. The environment is bright and eye-catching as staff display the children's work and child related posters and pictures. Staff set out some planned activities and children choose what toys they wish to play with from low storage boxes and shelves. Children arrive happy and eager to participate. Staff help children who are new to the preschool to settle by being sensitive to their needs. Caring relationships increase children's sense of trust and help them develop their individuality. Children begin to make sense of the world, express their ideas and communicate effectively as they take part in the preschool session.

Children demonstrate increasing social skills through group times such as story and singing sessions. Children contribute to small group discussions and show developing skill in listening to one another's experiences. Children are beginning to achieve because staff enhance children's experiences as they begin to introduce an early childhood curriculum such as Birth to three matters and increase their knowledge of delivering the Foundation Stage. Staff recognise children's needs on an individual basis. Staff observe monitor and record children's achievements; however, inconsistencies mean these do not always effectively provide an accurate record of children's progress.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the stepping-stones towards the Foundation Stage; they plan, evaluate and make observations of children's progress and achievements, in order to help move children's learning forward. Children are keen to participate in the activities. Staff ask questions to help the children extend thinking and children engage easily in conversations in small and large groups. Most children listen to stories with interest, participate at story time and are beginning to recall stories, for example, they eagerly anticipate what will happen in Elmer and the stilts story. Children enjoy books when reading alone and to share with others, they have access to a variety of books to increase their understanding and knowledge.

Children are beginning to recognise shape, colour and number through everyday events, activities, singing and number rhymes. Children show an interest in numbers and counting, and use some number names and number language spontaneously. Children are beginning to use calculation, for example, as they cut the play dough to ensure they each have a piece. There are opportunities for children to recognise the written word, for instance, identifying their name at snack time. Some labelling of everyday objects and items within the setting provides opportunities to begin to make word associations. Children enjoy using malleable materials such as play dough and have free access to the painting easel. Children access a wide range of interesting, stimulating and fun activities, resources and equipment, increasing their skills and development. However, on occasions, adult prepared art and craft activities limits children's

opportunities to explore and develop their individual creativity. Children have access to small tools and equipment and use them with confidence and increasing control. Children are inquisitive about their surroundings, use everyday technology confidently and wonder at the world around them through changes they observe daily. For example, they explore the outdoor area using a magnifying glass to closely examine items. Children follow instructions well and complete tasks wanting to please staff, such as, helping to tidy away before snack.

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

The provision is good.

Children are cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the life of the setting. The inclusion procedures and staff's knowledge of special needs policies, ensure children with additional needs are able to participate fully in the preschool day. All staff have a good knowledge of each child's needs through discussion with parents. Children are treated with equal concern and their individual needs and requirements are valued and respected. Children feel a sense of belonging within the preschool that is reinforced by staff, for instance, children have their own named pegs to hang their coats and store their belongings. Staff spend time with the children, listen to them valuing their ideas and views and respond accordingly.

Children develop self-esteem and respect for others as staff offer consistent praise and encouragement to their efforts and achievements, provide a setting which supports their needs and which allows them to make choices. Staff listen to children and value their views and ideas. Children become aware of the wider society and foster an understanding, through celebrating festivals and special events from their own and other cultures. Children benefit from activities and resources, which help them, value diversity, such as books, puzzles, dressing up clothes and musical instruments. This fosters children's social, moral, spiritual and cultural understanding well. Children learn to respond to appropriate expectations for their behaviour and staff are consistent when managing boundaries. They praise and encourage good behaviour and strategies used for managing unwanted behaviour are age appropriate, suitable for children's stages of development and are discussed with parents. The children's behaviour is good at times very good.

Partnership with parents is good and this contributes to children's wellbeing and promotes continuity of care in the nursery. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting, and on a regular basis through out their time there. Staff ensure that all parents know how their children are progressing through daily verbal exchanges and the photographs displayed of their child's involvement in the daily activities and topics.

### **Organisation**

The organisation is satisfactory.

Children are protected and cared for by staff; they receive appropriate care and attention contributing to them feeling happy, settled and secure. Staff ensure children are never left unsupervised with persons not vetted, that ratios are maintained throughout the sessions and the correct amount of staff on duty hold suitable qualifications. This supports children's wellbeing. The premises layout is appropriately organised and children experience different areas to play throughout the day, including exploring the garden. All legally required

documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed. The certificate of registration is displayed during operational hours.

Leadership and management are satisfactory. Staff are committed to attending further childcare training and development courses, which management support. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. They evaluate planned activities to inform future planning; contributing to the children's learning opportunities. However, the plans do not demonstrate how staff differentiate children's needs to effectively extend learning for the older and more able children. Staff are committed to improving their practice, for example, they have begun to include in the planning and use of resources, the six areas of learning in the outdoor area. Staff are allocated non-contact time to complete the planning. This supports children's future learning needs. The provision meets the needs of the range of children for whom they provide.

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

At the last inspection the provision were asked to ensure that all documentation met the Children's Act regulatory requirements. They have achieved this by reviewing and updating all their policies and procedures, implementing new documentation as appropriate to ensure they now comply with all of the mandatory requirements of the National Standards.

To meet the recommendations for Nursery Education the provision have introduced weekly staff meetings at which they identify the learning outcomes and focus on the needs of individual children to inform future planning. To increase opportunities for children to mark make the provision have made writing materials easily accessible, for example, by putting pencils and notebooks by the telephone in the role play area so children can 'take messages'. This helps children begin to recognise and understand that written words have meaning. Opportunities have also been provided to increase children's problem solving skills through the use of resources and activities such as construction. Children become familiar with numbers through the purchase and introduction of resources such as calculators and tape measures to which they have access in daily play.

### **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**

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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):

- consider ways to develop children's independence skills in personal hygiene and provide opportunities for children to access drinks throughout the session
- improve risk assessment procedures on the premises, implementing actions to minimize risks
- devise systems to ensure children's records are consistent, updated regularly and dated to provide an accurate record of children's progress

### **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):

- provide opportunities for children to express their individual creativity through art and crafts
- develop systems to include differentiation on planning to extend learning for older and more able children
- continue to extend the curriculum to include the six areas of learning; through planning and the use of resources in the outdoor area

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