

Wendover Pre-School

Inspection report for early years provision

Unique Reference Number	205568
Inspection date	24 September 2007
Inspector	Kathryn Margaret Clayton
Setting Address	Church Hall, Church Lane, Humberston, Grimsby, North East Lincolnshire, DN36 4HX
Telephone number	01472 210154
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Registered person	The Trustees of The Wendover 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

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.

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?

Wendover Pre-school was first established in 1977. It is a committee run facility located in Humberston, near Cleethorpes. It operates from Wendover Church Hall where children have access to a large playroom. Kitchen, toilet facilities and a large outdoor play area are also available. The pre-school opens from 09.15 to 14.15 on Monday, Wednesday, Thursday and Friday and from 09.15 to 11.45 on Tuesday during term times only.

The facility is registered to care for 38 children from two to under five and currently there are 56 children on roll, including 27 three and four-year-olds in receipt of nursery education funding. Seven full and part time qualified childcare staff work at the pre-school. The group is a member of the Pre-school Learning Alliance and receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment where they learn the importance of regular exercise. They have daily opportunities to play outdoors in the fresh air where they energetically kick balls, use bikes, sit and ride toys, scooters and balancing equipment. Other outdoor activities include painting with a variety of brushes and water and running through ribbons that dangle from the trees. Children start to learn the importance of healthy eating as they eat nutritious snacks during the session, for example, apple and tomato pieces, cheese and crackers, with a choice of milk or water. Children's independence is well promoted as they are able to pour their own drinks. Documentation relating to children's health is accurately maintained, with the necessary written consents being obtained from parents.

Effective hygiene routines are mostly used, therefore promoting children's health. There is a very useful sequence of photographs that children follow when washing their hands after toileting. When changing nappies, staff talk to children encouragingly, use appropriate gloves and dispose of the nappy hygienically, however, the changing tray is not always cleaned ready for the next child to use, therefore there is a risk of cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy playing in the welcoming well-organised environment. They are able to rest or sleep according to their individual needs, in comfortable, attractive cosy animals style sleeping bags, within the book area. Children remain safe in the pre-school because all areas are checked and staff are vigilant with regard to supervision. Children's arrivals and departure are carefully monitored and the entrance remains secure at all other times. Safety rules are clearly displayed for staff and parents and a safety gate is used on the kitchen door.

Children start to become aware of how to manage their own safety as they are involved in practising the evacuation of the premises on a very regular basis. Staff are willing to make changes to improve safety within the setting. For example, recommendations made to monitor refrigerator temperatures have been adopted. Children play with a good range of toys that are rotated so they remain interested in play. Children are protected in the setting because staff have a suitable understanding of their responsibilities with regard to safeguarding children and who to contact should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children are settled and confident in the pre-school. They enjoy a wide range of well planned interesting activities that effectively meet their play and learning needs. Some examples of these include water play, making bread dough, exploring play dough, imaginative play, mark making, threading, construction and using the book area. Many children listen and respond well to instructions. They are helped by encouraging staff who are very good role models, for example, they involve all children, including new starters in helping to pack away by showing them what to do. All children enjoy good exploratory experiences, for example, as they play with shaving foam and find out what happens as ice melts. Staff plan good opportunities to

encourage children to use their imagination. These include an indoor tent made out of a parachute, a hairdressers salon and a shoe shop.

Nursery Education

The quality of teaching and learning is good. Planning is well organised and covers the appropriate parts of the Foundation Stage Curriculum. There is a good balance of more structured and free flow activities. This enables the key workers to effectively assess children's progress and identify areas for improvement. For example, children take part in an activity involving finding and putting on their own coat to promote their independence. Children enjoy good first-hand experiences, such as mixing and baking bread. Many children concentrate very well, for example, as they explore play dough, they show excellent control as they manipulate and roll the mixture. Staff are effective in extending children's vocabulary as they introduce them to different types of bread from around the world. Children respond well to questions as they are challenged to think about where the type of bread and cakes originate and where they can be purchased. There are opportunities for children to recognise their names on their own photographs as they come into the pre-school, however, this is not extended for older or more able children to learn to recognise their name without a picture clue. There are planned opportunities for children to develop early writing skills when taking part in activities such as making a shopping list when buying fruit.

Children show an interest in numbers and count confidently, the number of candles on a cake, for example. Many children can solve simple problems; when being told a story they are aware of how many pieces of cake are left each time one is eaten. Children show good control when using tools and equipment such as glue sticks and can carefully fill jugs and containers in water play. Children take advantage of opportunities to look closely at objects such as bark and cones, using magnifiers. They co-operate very well, listen carefully and join in enthusiastically with action rhymes, singing and games. There are effective opportunities to explore colour and texture in a variety of ways. For example, children are confident when independently making a collage using pasta, cereal, shiny paper, straws and sticks.

Helping children make a positive contribution

The provision is good.

Children are treated respectfully as individuals. Through practical everyday activities and accessing suitable resources they start to learn about the wider world. Good displays support this work, for example, as children learn about different types of bread from around the world. The setting make positive steps to help all children to communicate more effectively by teaching children sign language. Children's spiritual, moral, social and cultural development is fostered. Children behave well because staff are positive role models who offer praise and recognition for acceptable behaviour. Stickers are given to children when they have helped to pack away, for example.

The partnership with parents and carers is good. Very useful information is available for parents, including policies and procedures, photographs and staff qualifications. They are informed about the theme that is being explored in the pre-school. Parents are prompted through displays to questions their children in a way that will promote their learning. Children often take books home from the pre-school to share with their family. The setting take good steps to encourage parents to find out about their child's progress. There is an open door policy, parents may see their child 's individual profile and can arrange to talk to their key worker. The pre-school also offer parents the opportunity for discussions at an annual parent's evening.

Organisation

The organisation is good.

Children are cared for by a well-qualified staff group who work very effectively as a team and have made a commitment to keep their knowledge of practice up-to-date by attending training. The timing of the sessions and the space is well organised, this helps to keep children interested and engaged. The good team work and generous staffing ratios ensure children's needs are met. The leadership and management of the nursery education is good. Staff meet on a weekly basis for planning and discussions about children's progress. This helps them to identify areas for improvement. Management are continually evaluating the nursery education provision and are happy to implement changes when necessary. All of the legally required documentation is in place, including a register of children's attendance, accident and medication records. These are well organised and readily available. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting were given actions relating to staff vetting and displaying the required documentation. The information for parents and the safety of children has improved, as the certificate of registration is clearly displayed and staff checking has been completed.

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.

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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):

- ensure the nappy change tray is cleaned after every use.

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 older and more able children to recognise their name without a picture clue.

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