

Wirksworth Pre-School

Inspection report for early years provision

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| Unique Reference Number | 206908 |
| Inspection date | 22 November 2007 |
| Inspector | Jennifer Getty |
| Setting Address | Cemetery Lane, Wirksworth, Matlock, Derbyshire, DE4 4FZ |
| Telephone number | 01629 822625 |
| E-mail | |
| Registered person | The Trustees of Wirksworth Pre-School Playgroup Association |
| 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?

Wirksworth Pre-School opened in 1965. It operates from the Pre-School building in the town of Wirksworth, Derbyshire. There is a secure enclosed outdoor play area. The pre-school serves the local area and surrounding villages.

The setting opens five days a week during school term only. Sessions are from 09:00 until 11.30 and 12:45 until 15:15. There are currently 85 children from two years seven months to four years seven months on roll. This includes 67 children who receive funding for nursery education.

The setting currently supports children with learning difficulties and/or disabilities.

The pre-school employs nine part-time staff who work with the children. Over half of the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance. The pre-school is managed by registered trustees, who delegate day to day responsibility to the committee and staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and learn good hygiene practices. Staff follow good procedures to maintain children's health and welfare when they have an accident or become ill. Accidents are carefully recorded and shared with parents. Parents give prior written permission for the administration of medication and sign the record afterwards, ensuring that important information about children's health is shared. There is a clear policy in place for sick children in order to prevent the spread of infection and there is always a member of staff present who holds a first aid qualification, promoting children's health. The risk of cross-contamination is minimised because the children learn to wash their hands at appropriate times in the day, for example, when preparing snack. Children wash their hands in the same bowls of water before snack which potentially impacts on the spread of infection, however, children use fresh water at all other times during the session. Staff maintain good hygiene by cleaning tables before and after snack and children baking or preparing snack are closely supervised to ensure their hands are clean and they learn to wash the fruit.

Snack time is a social occasion as children sit at tables and talk to each other and staff. Children are well nourished as they are offered a range of healthy options, for example, fruit and vegetable sticks. They learn about healthy eating through discussion with staff and help to grow vegetables in the planting box outside. They develop excellent independence skills as they pour their own drinks and help prepare snack, confidently using a knife to cut banana and pear.

Children have a wide range of opportunities for daily physical exercise. They ride on the cars around the pre-school building. They laugh as they pretend to get shopping for members of staff and queue on one corner of the building for the petrol pump. Children enjoy interacting with staff and imitating everyday activities as they ask for petrol or diesel. The basketball hoop provides children with opportunities to throw accurately and children smile and cheer as they get the ball through the hoop. Indoors children climb enthusiastically on the climbing frame, carefully negotiating their way through the gaps to go down the slide. Young children are active and gaining control of their bodies. They move easily around the available space and are learning to dress themselves as they put on their coats.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment which helps them feel secure and comfortable. The large displays of children's work helps them develop a strong sense of belonging. They are welcomed by staff as they enter the building and they hang their coats on the pegs. The premises are well organised and children have access to the main room, toilets and entrance hall. The areas are furnished appropriately providing a child-friendly environment in which children can play, eat and rest comfortably. There is a wide range of toys and resources available and children quickly find an activity that interests them. The resources are suitable for children of all ages and stages of development, ensuring their individual needs are met. They can choose from toys such as animals, pushchairs, jigsaws, mark making equipment, work bench and tools. Staff ensure that toys and equipment are checked for damage and safe for children to use.

Safety is a high priority and children are protected because the building is secure and they are supervised at all times. There is a thorough risk assessment in place for the premises and all activities, including cooking, water play and sand play. This is reviewed regularly and staff also carry out daily checks to minimise hazards. Children learn about fire safety and regular fire drills ensure staff and children know what to do in the event of a fire. There are comprehensive policies which work well in practice to promote children's safety.

Children are well protected from potential harm because staff are vigilant and have a good understanding of their roles and responsibilities in child protection. There is a detailed policy in place and staff have attended relevant training to ensure children's continued well-being and safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled as they arrive in the setting or are sensitively supported by staff to do so. They are developing good levels of self-esteem and confidence as they move easily around the activities. They develop strong relationships with staff and each other as they play well alone or in groups. They respond well to the routines and quickly gather together when the music plays, ready for register time. There are lots of smiles as children chat to each other and talk to staff. The setting uses the 'Birth to three matters' framework effectively to provide good levels of support for younger children. Staff adapt activities informally to meet their needs and the group is sometimes split so that all children can contribute and join in, for example, for story time. During music activities younger children are given instruments suitable for their stages in development and they smile as they shake bells, making a noise with the rest of the group. They are beginning to use language to socialise and become part of a group. Staff talk to children and listen to their responses which helps them feel a sense of self-worth as they know their contributions are valued.

Nursery Education

The quality of teaching and learning is good. Children's learning is supported by staff who have a good knowledge of the Foundation Stage and the areas of learning. Staff create individual plans for each of the children in their key worker group every half term. These focus on the learning for the half term and children's next steps of learning in relation to the stepping stones. Effective planning means that all areas of learning are covered daily and looked at in detail throughout the year. All staff are able to contribute to planning so that children's needs are met and supervisors meet to discuss its implementation. A good balance of adult-led and child-initiated play ensures that children are involved in a broad range of developmentally appropriate activities. Staff use an effective range of teaching methods to motivate children and to meet their individual learning styles. For example, staff use a story sack to tell a story about a bear which engages children and they are encouraged to participate. Children's progress is enhanced through suitable levels of challenge in activities, for example, older children are encouraged to write more complicated words on the white boards. Activities are adapted informally to meet the needs of the children's range of ages and stages of development, for example, through questioning techniques. However, this is not always recorded or planned for consistently to enable all members of staff to lead the activity effectively in the case of absence. Children are well behaved because staff have consistent expectations of good behaviour. Time and resources are well organised and although staff are part-time they have a good knowledge of all the children. Children's achievement records are informed through written observations and show the progress made throughout the children's time in the setting. The records are

used to plan for the next steps in learning. Staff are able to identify children's progress made in relation to the stepping stones and share this with parents.

Children enjoy their time in the setting. They are motivated by the activities available and have a positive attitude towards learning. They speak confidently in familiar groups, contributing to story time and listen to others as they talk in smaller groups. Younger children concentrate for longer periods of time as they carefully try to move a ball through a maze with a magnet. Children talk confidently with others about a firework display they went to and their plans for the following day. They develop high levels of independence as staff consistently encourage children to take the initiative. They put on their coats themselves and take control of their own personal hygiene. They are developing an awareness of the local and wider community as they enjoy taking part in the local well-dressing, celebrating various festivals and meeting visitors such as a vet and their prospective teacher from the local school.

Children enjoy listening to stories and they choose a book to read before snack, often talking about it with the others in their group. Older children are self-assured in their play, negotiating and interacting with their peers to share experiences and ideas. They imitate real experiences in the role play corner by using the vacuum and creating a café. They negotiate effectively as they decide what they need to pack in the pushchair for the camping trip and set up camp on the other side of the room. All children are learning to sound the initial letter of their name and are developing good pencil control. Older children are able to write their name and enjoy extending their learning by labelling their pictures. Staff provide daily opportunities for children to develop their mark-making skills. Children are confident using number and enjoy using it in everyday activities, for example, they count how many cups they have on their table at snack. Staff provide regular opportunities for children to calculate and talk about 'more' or 'less', although, there are fewer opportunities for them to talk about shape and measure. Children play with the telephone and programme the robots, developing their knowledge of technology.

Activities with sand, play dough and clay, as well as, baking encourage children to experiment and explore a range of media and materials. Younger children watch carefully and with curiosity as they sieve the flour for the hedgehog buns, pushing their finger through the remaining flour on the table. They learn about living things as they talk about hedgehogs and grow flowers and vegetables in the planting box outside. Children watch each stage of growth and record it by taking photographs. They develop good fine manipulative skills as they explore their creativity, carefully using scissors to cut spikes for their hedgehog picture and creating circles and patterns with their paintbrush. Overall, children are making good progress in their learning.

Helping children make a positive contribution

The provision is good.

Children are welcomed and fully included in the life of the setting. Staff have a good understanding of the children's individual needs and ensure that they have access to all the appropriate toys and equipment, so that they can become confident and independent. Relevant information is gathered at the beginning of children's care so that children's emotional, developmental and health needs are met. The pre-school has good systems in place to care for children with learning difficulties and/or disabilities. There is a designated person who coordinates the care and works well with other professionals to ensure children's specific needs are continually met.

Children's spiritual, moral, social and cultural development is fostered. Children understand responsible behaviour. They are learning right from wrong and respond well to gentle reminders

from staff. There are effective strategies in place to help children learn how to manage their own behaviour, for example, they learn to take turns as they mix the ingredients during the baking activity. Children are polite and frequently use 'please' and 'thank you'. Staff have effective ways of managing behaviour, for example, children quickly become quiet and copy staff as they all touch their heads and wiggle their fingers. They all play well together and have meaningful discussions about their play. Tidy-up time involves all children and they understand how to work in a group to create a safe and tidy environment. Children form strong relationships with staff and develop friendships with their peers. They learn about the wider world and develop a good knowledge of the community through visits from vets, police and dentists, as well as, celebrating various festivals such as Diwali. There are opportunities for children to be active and rest according to their needs.

The partnership with parents and carers is good. There are daily opportunities for parents and staff to share information about the children. Parents are warmly welcomed by staff as they come to collect their children and take home their work. There is an informative prospectus which details the areas of the Foundation Stage, the practices of the pre-school, policies and further relevant information. Parents receive copies of all the policies, as well as, being kept up-to-date with a newsletter. A comprehensive complaints policy is in place which is readily available for parents. Parents have good opportunities to become involved in children's learning. They discuss their children's development records with staff at parent meetings, focusing on children's achievements and next steps in learning. Staff enjoy sharing this information and offer ideas about how to support children's learning at home. There are open days for parents to view the work of the pre-school and talk with staff. Children benefit from the strong relationship between staff and parents which creates an open and friendly atmosphere.

Organisation

The organisation is good.

Overall children's needs are met. Children are cared for by experienced and well-qualified staff with a good understanding of child development. They are protected as there are robust recruitment and vetting procedures in place to ensure that children are not left alone with people who have not been suitably vetted.

The sessions are well organised and activities are set out ready for children as they arrive. This, along with the clear routines, helps them settle quickly as they are motivated by the interesting and stimulating environment. Children benefit from the good levels of supervision and individual attention as the adult to child ratios set by the conditions of registration are consistently met. The policies and procedures are effectively organised and updated and work well in practice to provide children with a good learning environment which promotes their health, safety, enjoyment and achievement. Children are assigned to a key worker who ensures that relevant information is shared with parents and staff, promoting consistency of care.

Leadership and management of early education, is good. Staff work well together as a team and receive good levels of support from the senior supervisor and committee. There are clear lines of communication and staff attend meetings to discuss and review the effectiveness of the planning for education which enables children's individual needs to be met. The setting evaluates all planned daily activities and have effective systems in place for monitoring the overall provision of care and nursery education, identifying strengths and areas for further improvement. The staff appraisal and induction processes mean that staff are clear of their roles and responsibilities and ensure their training needs are met. This contributes to the

ongoing training schedule which supports staff's ongoing professional development and particular areas of interest. Consequently, children's welfare and enjoyment is further promoted.

Improvements since the last inspection

At the last inspection, to improve the standards of care, the provider was asked to: develop a procedure for lost and uncollected children; ensure all staff are appropriately vetted and make a written child protection policy available to parents.

Children's welfare and safety is promoted because the setting has devised detailed policies for lost and uncollected children, ensuring that staff are able to put appropriate procedures into practice when necessary. There are good recruitment and vetting procedures in place to ensure that children are protected and parents receive a copy of the comprehensive child protection statement.

At the last inspection, to improve nursery education, the provider was asked to: extend opportunities for older children to become confident with phonic letter sounds and learn how to form letters correctly; provide more opportunities for children to use mathematical language such as more, less, same and fewer so that they solve problems in everyday activities; develop the short term planning to ensure that the learning objectives clearly reflect the planned area of learning and highlight the resources required; ensure children have planned access to regular technology equipment and equipment that helps children develop their climbing, sliding and swinging skills.

Children learn to sound the initial sounds of their name and words as they learn about the letter of the week. They have regular opportunities to hear sounds of letters during register as staff sound out their name. Older children write their name, forming most of the letters correctly. They also learn to write numbers on a regular basis. There are many opportunities for children to use mathematical language, for example, they discuss with staff how many more spots they need to stick on their mushroom pictures and count the number of children on their table so that they can bring back the correct number of cups. Plans identify the relevant learning objectives and clearly show resources required ensuring children's needs are met. Children enjoy playing on the climbing frame and using the slide. They also develop their physical skills on the assault courses carefully designed by staff.

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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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):

- develop systems to further promote good hygiene procedures, with particular reference to hand washing before snack.

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):

- extend opportunities for children to learn about shapes and measure in everyday activities, with particular reference to naming shapes and using language to compare size and weight
- indicate how activities within short term planning can be adapted or extended to suit the needs of individual children.

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