

Wilby Village Pre School

Inspection report for early years provision

Unique Reference Number EY278803

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Inspector Kelly Eyre

Setting Address The Pavilion. The Playing Field, Main Road, Wilby, Northamptonshire,
NN8 2UE

Telephone number 01604 784711

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Registered person Wilby Village 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?

Wilby Village Pre School is run by a voluntary management committee. It originally opened in 1985 and was re-registered at its current address in 2003. It operates from two main rooms in the Pavilion in Wilby, Northamptonshire. A maximum of 20 children may attend the setting at any one time. It is open each weekday during term-time and sessions are from 09:15 to 11:45. There is an additional lunch club available on Tuesday and Thursday from 11:45 to 12:45. Children have access to a secure enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Of these, 26 children receive funding for early education. The setting serves the local and neighbouring communities. It currently supports a number of children with learning difficulties and is able to support children who have disabilities and those who speak English as an additional language.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a wide range of physical activities which contribute to the promotion of their good health. They learn to develop control of their bodies and improve their physical skills and co-ordination as they participate in adult-led activities such as parachute games and action rhymes. They also make good use of the outdoor play area where they enjoy activities such as climbing, pedalling the exercise bikes and ride-on toys, balancing on stilts and crawling through the tunnel. Children are able to develop finer physical skills and movements through their involvement in activities such as crafts, where they hold pencils and scissors correctly and manipulate small pieces to stick on their work.

Children's health is promoted because there are appropriate daily hygiene procedures such as the thorough cleaning of tables before snacks and lunch. Children wash their hands before snack and meal times and are beginning to build up their understanding of the relevance of these practices because staff generally talk with them about this and they cover these issues as part of their topic work. Positive steps are taken to prevent the spread of infection as there is relevant guidance and information regarding the exclusion of children who are unwell. Children's health in an emergency situation is well promoted as all staff hold appropriate first aid qualifications. Appropriate paperwork is in place to record medication and accidents. However, children's confidentiality is not fully promoted as parents are able to see other entries when signing the accident book.

Children's special requirements with regard to health and diet are clearly documented and observed. They are offered healthy snacks which promote their physical development. These include fresh fruit, breadsticks, crackers and cheese and dried fruit. Snack times are viewed as social occasions and learning opportunities, with children sitting together in small groups and helping themselves to drinks and snacks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's daily safety is prioritised and staff have a sound understanding of this area, enabling them to take appropriate steps to prevent accidents. They carry out informal safety checks each day before children arrive, ensuring that children are able to move around safely and independently. There are clear procedures covering arrival and departure times, ensuring that children are only collected by the correct person and are not able to leave the premises unsupervised. Children are building up their understanding about keeping themselves safe. They are given explanations by staff so that they understand the importance of safety practices such as why it is important not to run indoors. They are also involved in topic work covering safety issues, further promoting their understanding of this area.

Children's safety and comfort is promoted by the provision of equipment which is appropriate for the age group using it, for example, there are correctly sized tables and chairs. Children have access to a wide range of play resources. These are generally easily accessible, enabling them to make choices about their play. Their welfare is effectively promoted because staff have a clear understanding of child protection procedures and have paperwork in place to identify and record any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are secure and settled, coming in happily to each session. They eagerly explore the activities and move confidently from one to another. Their care and daily experiences of the setting are enhanced because they have trusting relationships with staff and good relationships with each other. Staff are enthusiastic about their work and show children that they genuinely enjoy their company. They happily join in with children's play and discussions, helping to extend children's learning and encouraging them to think further. For example, a member of staff sits with children playing with play dough, where they discuss the various 'cakes and bread' they are making and then go on to discuss wider subjects such as their visit to the butterfly farm. Children are therefore able to feel that their contributions are valued, creating a positive atmosphere where they feel confident to play and explore further.

The good forward-planning and preparation of activities means that children are able to move freely between the two rooms and the outdoor play area, increasing the range of activities and play opportunities open to them. Children's play is also enhanced because staff are vigilant and make good decisions about when to intervene in children's play to extend this. For example, a member of staff carefully watches children who are looking at snails, insects and slugs outside. She then fetches magnifying glasses so they can look closer, talking about the features of these. Children are then encouraged to look for other mini-beasts, which they are able to compare with the large display book which the staff member has put outside.

The thorough planning of activities ensures that children are consistently offered a balanced range of opportunities. Planning for younger children is linked to the 'Birth to three matters' framework, ensuring that they are offered a balanced range of appropriate opportunities. Children are confident and have high self-esteem because staff offer appropriate praise and encouragement. For example, a child concentrates whilst being encouraged to write his name, receiving lots of praise for this effort. The child completes his name and proudly shows it to another staff member.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of learning and their overall development is promoted because staff have a thorough knowledge of the Foundation Stage. They are therefore able to plan and provide appropriate and stimulating activities. Children are consistently offered a creative range of play opportunities and activities at each session and are able to move freely between these. This area is further supported by additional paperwork to monitor the curriculum and ensure that all areas have been covered. Children's balanced progress is also promoted because staff use comprehensive methods for monitoring and assessing individual progress, reviewing this regularly and using the information gained to inform future planning.

Children are developing the attitudes and dispositions which will enable them to achieve in their learning. They are enthusiastic about gaining knowledge and exploring. For example, when a child finds a wood louse outside, he runs inside to fetch a magnifying glass to look more closely at this. Children relate well to each other and discuss and negotiate their plans for their activities. They confidently use language to connect and explain their ideas and thoughts, for example, a child carefully explains the details of the game being played with cars and the garage, talking about buying new cars and mending old ones. Children are gaining an appreciation of books, enjoying group stories but also choosing books to read independently.

and in small groups. They enjoy writing and understand that this can be used as a means of recording and communication, writing their name on their pictures and writing notes as part of their role play.

Children are beginning to use numbers in a meaningful context and understand that numbers represent sets of objects. For example, a child playing with pieces from a construction set chooses one of each colour and then adds these up, stating "That's eight different colours here, only three of them you can see through though". Children confidently use mathematical and positional language in their daily play and understand the meaning of this vocabulary, talking about concepts such as 'on top', 'under' and 'next to' and comparing the volume of different containers. They are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. For example, the wide range of topics and themes ensures that their attention is maintained and they are able to transfer knowledge from one subject to another. Children are confident in the use of information and communication technology equipment, understanding its uses and handling it with care, using equipment such as calculators, cash registers, torches, a laptop computer and remote control toys. They are gaining some awareness of their own culture and that of others through discussions and planned activities. However, activities do not cover a full range and therefore their understanding of issues such as gender, ethnicity, language, religion and culture is not fully promoted.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills. They climb and balance on the climbing frame, balance on stilts, march, play hopscotch and use ride-on toys. They are developing a growing awareness of how exercise can help them to stay healthy through regular discussions and topic work. For example, they regularly cover topics such as 'Healthy Eating' and 'The Effects of Exercise'. The thoughtful provision of resources means that the role play area is used for many different types of role play, therefore developing and extending children's imagination and development. This area has been a restaurant, shop, office and home. Children enjoy daily opportunities to explore colour, texture, shape and form through activities such as painting, collage-making, modelling with play dough, sand play and exploring textures such as cooked pasta and soil. They enjoy opportunities to explore music and are able to match movements to music. For example, during a 'marching band' activity children choose musical instruments and experiment with these, then line up and march as they sing and play their instruments.

Helping children make a positive contribution

The provision is good.

Children have a positive self-image and feel valued because they are respected as individuals. Staff praise their efforts and achievements, promoting their confidence and self-esteem. They are encouraged to respect and value the views and opinions of others. For example, during a small group story, children listen intently to the story and also to each other's contributions and observations regarding this. Children who have learning difficulties and/or disabilities have their individual requirements recognised, recorded and consistently met. There is a practical policy supporting this, which is implemented daily. Children have individual plans which are reviewed on a regular basis, ensuring the balanced promotion of their development. Staff work sensitively with both children and parents to ensure that the varying needs of the children are met and that they are able to participate meaningfully in all activities and daily routines.

Children are gaining an understanding of their community through participating in activities such as using local facilities including the park and playing field, and a shared sports day with

the lower school. Children are gaining an effective awareness of other cultures and ways of life through discussions with staff and activities associated with Chinese New Year, Christmas and Easter. However, these activities do not offer children the opportunity to explore and understand the wider diversities of society. Children's behaviour is good throughout the sessions and they confidently choose their activities and organise turn-taking and sharing. They are kind and show concern for each other, for example, a child notices that another child does not have very much play dough left and offers some of the dough she is playing with. Staff give children clear explanations, enabling them to understand their behaviour and make informed decisions about this. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are given practical information about the group's policies and procedures, ensuring that they are aware of daily practice and expectations. The good use of newsletters and notice boards ensures that they receive up to date information about activity plans, topics and themes. This area is further supported by the provision of information sheets, providing details about the current topic and what children will be doing in relation to this. The sheets also provide ideas for parents to continue the topic at home, enabling them to be involved in their child's learning. They are kept well informed of their children's progress and activities through daily discussions with staff and appointments with their child's key worker.

Organisation

The organisation is good.

Overall, children's needs are met. Their daily care, activities and play opportunities are enhanced by the thoughtful organisation of space. Designated areas for different types of play and activities mean that children are able to concentrate on their chosen activity and can move safely between these. The good organisation of the outdoor play area means that this is used as an extension to the indoor area, ensuring that children are offered further choices and activities. The organisation of space is further supported by clear floor plans which are changed weekly to ensure a varied range is offered to children and also to enable staff to set out resources quickly and efficiently.

Children benefit from the care provided by qualified, well-supervised staff. Their ongoing welfare and safety are promoted because there are stringent procedures in place for checking that all staff are suitable to work with children. This is further supported by clear guidance regarding the recruitment and employment of staff. A clear staff induction process, regular staff supervision and monitoring of all areas of the setting ensure that the policies and procedures are understood by all and are consistently implemented. All paperwork and records are well-organised, easily accessible and stored confidentially. This ensures that children's needs are clearly documented and staff can work appropriately to promote their daily welfare and safety.

Leadership and management are good. The manager has a clear understanding of her roles and responsibilities, thus ensuring that children's overall development and welfare are consistently promoted. All relevant policies are in place and are reviewed regularly to ensure that regulations are consistently met. The positive attitude to attending additional training and achieving appropriate qualifications ensures that staff keep up to date with current practice and are able to provide appropriate care for all children. The manager is a good role model, demonstrating her positive approach, enthusiasm and clear vision for the future development of the group. This creates a positive atmosphere within the setting, in which children can play, learn and develop.

Improvements since the last inspection

At their last inspection the group was asked to ensure that fresh drinking water is available at all times. Children are now able to help themselves from the jugs provided, further promoting their health. The group was asked to look at a number of safety issues. There is now a procedure to follow in the event of allegations against staff members, written parental permission to seek emergency medical treatment is in place, and the outdoor area has been made secure, further promoting children's daily safety. The group was also asked to ensure that the complaints procedure includes the name and contact details of the regulator. These have now been included, ensuring that parents are aware of this information and are able to act to promote children's safety and well-being.

With regard to funded early education, the group was asked to ensure that children have opportunities to develop their mathematical understanding. This is now included in the activity planning and in children's daily play, providing further opportunities for children to gain and use this knowledge. The group was asked to further develop the planning methods. These have now been reviewed and show that stepping stones are covered for each area of learning and suggestions for extensions of activities are included. This ensures that children are offered appropriate challenge and are able to make balanced progress in all areas. Finally, the group was asked to develop teaching methods and staff awareness. Staff have now attended additional training and continue to do so in order to keep their practice up to date. This ensures that they are able to adapt activities to suit individuals and work appropriately with all children.

Complaints since the last inspection

Since the last inspection/since registration/since 1 April 2004 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

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 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 that children's confidentiality is protected when parents sign the accident book.

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 further opportunities for children to explore and question issues of differences in gender, ethnicity, language, religion and culture (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