

Weston Under 5's

Inspection report for early years provision

Unique Reference Number	206903
Inspection date	10 October 2007
Inspector	Justine Ellaway
Setting Address	Village Hall, Main Street, Weston On Trent, Derbyshire, DE72 2BL
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Registered person	The Trustees of Weston Under 5's
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 satisfactory. 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?

Weston Under 5's pre-school opened in 1971. It operates from the village hall in Weston on Trent, Derbyshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open on Monday, Wednesday and Friday from 08.45 to 11.45 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from two to under five years on roll. Of these, 15 children receive funding for early education. Children come from the local area.

The pre-school employs four members of staff and one volunteer. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority. The setting is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted in the setting as there are effective hygiene procedures. The hall is cleaned throughout the session, for example, after messy play and snack. The person in charge talks to staff about food hygiene at the time of induction and a staff member has a food hygiene certificate.

Children learn about good hygiene as they wash their hands at appropriate times such as before snack, after toileting and after messy play. They understand why they are washing their hands and a child says 'you need to wash them because they might be dirty'. Some children do this independently after messy play without reminder.

The risk of infection is effectively minimised and the good health of children maintained. There is a suitable sick child policy in place to protect children from the risk of spread of infection. Liquid soap and paper towels are available for hand washing.

Children receive appropriate care when they have an accident to maintain their good health. Three members of staff have a first aid qualification. The first aid box has appropriate contents. All accidents are recorded and signed by parents. Written parental permission has been requested for the seeking of any necessary emergency medical treatment and advice.

Children enjoy regular opportunities to be active and engage in physical exercise both indoors and outdoors which promotes development of their physical skills. There is a daily physical session which children enjoy. They play outside with the range of toys such as bikes, sit and ride toys and scooters, as well as play people and pushchairs. They queue up on their toys to fill them at the 'petrol station' and then successfully negotiate their way around the outdoor area. Older children manage to control their vehicle as they pedal forwards and backwards to get themselves out of the queue. Children engage enthusiastically in a movement and music session, moving in different ways and singing and dancing to well-known songs. Older and more able children move with control and co-ordination around the setting, finding their own space to do an activity or play a game. Their small muscle development is effectively promoted as they use tools such as play dough cutters and knives to spread their bread for snack. More able children make good attempts at this.

Children engage in discussion and activities that help them learn about a healthy lifestyle. During the topic of being healthy, the children enjoy visitors from the local community such as a dental assistant and doctor.

Children are well nourished and their health and dietary needs are met because practitioners work well with parents. A healthy range of snacks are provided such as bread and cheese spread with carrot sticks followed by apple. Children have a choice of organic milk or water to drink at snack times and water is available throughout the session for them to help themselves to. Menus are displayed on the wall so that both parents and children know what is planned for the week.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment which enables them to feel comfortable. There is a display board of photographs of the children in the foyer and an information table for parents. Children's photographs are displayed on their peg which promotes a sense of belonging.

Children use a range of toys and equipment which is safe and suitable. A varied range is laid out during most sessions, including role play, construction, information communication technology, painting and maths games. Children can choose what they want to play with during the session, although they do not have independent access to a wider range of toys and resources. There is an appropriate range of outdoor toys including sit and ride toys and staff also put out other things for children to play with such as a puppet theatre or pushchairs.

Children are cared for in a secure environment. Access to the premises is monitored at the time of arrival and collection of children and the main door is locked when the session is running. Staff do a visual check of the premises and outdoor area before setting up to ensure they are safe for children. Children's access to the kitchen is supervised to ensure their safety. A risk assessment is regularly updated, however it does not include all aspects and identified issues are not automatically discussed or followed up. A risk assessment is undertaken for outings. There is a written procedure for children who go missing, children who are uncollected and managing road safety. Children are beginning to learn about their own safety as they are reminded by staff about why something is unsafe and they regularly practice the evacuation procedure.

Children are safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The designated member of staff is clear on possible signs and symptoms of abuse and procedures for reporting. She has updated her child protection knowledge through training in 2005. The written child protection statement contains relevant information, although it does not fully reflect practice.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and are happy in the setting. They separate well from their carers and begin playing with their friends when they arrive. Their self-esteem is promoted as staff pay them attention and talk to them throughout the session. A staff member asks a child 'How are you, are you better?' As a result children feel valued.

Children relate well to adults and others. They are confident in approaching staff if they want anything and play in self-chosen groups. They are confident to make decisions such as what they play with.

There is a suitable range of activities during the session including free play, a creative activity such as painting, physical play and either music and singing or a story. The 'Birth to three matters' framework is identified in the planning to meet the needs of younger children. Assessment records are completed for younger children to show their progress.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are developing a suitable understanding of the Foundation Stage. The planning is clear and includes details of what activity will be delivered and who will lead on this if it is a focus activity. The learning intention is linked to an early learning goal within the area of learning. However, staff are not always clear on what the children should learn and on occasion the planned activity does not fit the learning intention. Appropriate systems are in place to monitor children's progress with an organised file for each child. Currently, they are not all up to date to fully inform the planning for children's next steps and to offer sufficient challenge.

Children are interested in the activities provided. They play in self-chosen groups and interact well with others. They sometimes engage in play for long periods of time in small groups. The organisation of large group activities does not fully support children's concentration and attention. Children are developing an understanding of behaviour and expectations. When playing outside, one child says to another 'Can I have the bike when you are finished'? Children are becoming independent, which is effectively promoted throughout the session and at snack times.

Children are confident at speaking. A child comes to the inspector and shows her a play dough shape and proudly says 'this is my sausage'. When a child is chosen to stand up and sign and say good morning to everyone, they do this proudly and with confidence. Children clearly respond to their name at register time. They make relevant comments during discussions. For example, during a circle time discussion a child tells a staff member about something he has put on his bike, following reference to making yourself seen in the dark.

Children use imaginative language well in the role play area. A child is making a cake and says to another child 'I am going to set it (the oven) for 54 minutes'. Children have some opportunities to link sounds and letters, mark making, although this is not regular. They make good attempts at writing their own name as they self-register when they arrive. Children ably find their name when they sit down for snack. They enjoy looking at books and listening to stories when they have the opportunity to do so.

Children can count by rote, and more able children can count beyond 10. There are lots of opportunities for children to count during the session which is well promoted by staff. Children are not currently able to view numbers on a regular basis to aid number recognition. They are developing a good understanding of calculation as they are frequently asked relevant questions. For example, a child helps a staff member to set the table for snack and asks the child how many more plates they need to match the number of chairs. Children have opportunities to engage in activities that promote an understanding of shape, space and measure.

Children have opportunities to develop exploring and investigating skills through activities such as looking at treasure baskets, going on a visit to the local farm to look at the animals. On the way they compare the similarities and differences of the buildings in the village. They have infrequent opportunities to design and make, although they enjoy building with construction blocks and bricks which are regularly available. Children are interested in and are developing an understanding of information communication technology. Toys are out regularly and children are keen to play with them. They also have access to computers which they use with simple programs. Children are developing a sense of time. During a discussion a staff member says it is going to be dark and less sunshine due to the time of year and a child comments 'It is going to be Halloween'.

Children recognise colours and are learning to mix colours together. They have access to painting equipment, mainly through planned activities. They enjoy singing and choose songs to sing. A child ably sings the alphabet song and gets a clap from the staff and children, then all of the children join in with the song. Children enthusiastically join in with singing in the music and movement session. Children use their imagination well in the role play area, four boys are in the kitchen, one says to the other 'I'll be the dad', I'm going to mix this'. Children have some opportunities to play with musical instruments to make their own sounds.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and included. Staff talk to them about things they are familiar with. They bring in toys from home to play with at the group and staff look after these for the children. There is a good settling-in process so that children feel comfortable. Children can decide what they want to do during the session.

Children with learning difficulties and disabilities receive appropriate support. The Special Education Needs Co-ordinator has a suitable understanding of the issues and is proactive in seeking training if required. The written statement has not been fully developed, although it contains appropriate information. Children access a suitable range of toys and activities that promote an understanding of the wider world. Consideration is given to visitors who come into the setting so as not to reinforce stereotypes.

Children are developing an understanding of responsible behaviour. They demonstrate an awareness of the rules for example, lining up to wash their hands before snack. They share and take turns with the toys and can play together without adult supervision. The designated person for behaviour has been on recent training. Staff are calm and friendly and promote good behaviour through praise and encouragement. They are mostly consistent in their management of children's behaviour. Children's social, moral, spiritual and cultural development is fostered.

Children receive consistent and appropriate care. Parents receive relevant information at the time of placement. Information is shared with parents verbally at the end of each session and through a regular newsletter. Relevant information is gathered about the children as they start at the setting.

The partnership with parents and carers of funded children is satisfactory. Parents are given suitable information about the Foundation Stage. They are encouraged to become involved in children's learning as there is information in the newsletter, such as using name cards to recognise their name. Parents are given information about children's next steps. They are not currently encouraged to contribute what they know about their child to inform the development record.

Organisation

The organisation is satisfactory.

There are effective procedures in place for checking the suitability of staff at the time of appointment and the committee take an active role in this. An organised file is maintained for each staff member containing all of the required information. There are suitable induction procedures for new staff. However, systems to check the ongoing suitability of current staff have not been developed, to ensure children are safeguarded.

The setting is committed to improvement. An action plan has been devised with support from the local authority which identifies realistic and relevant areas. Staff attend relevant training courses. There are suitable arrangements for staff to share information. They do this through termly planning meetings and informally at the end of each session where they discuss and evaluate how the session has gone.

There is a suitable number of qualified staff and an identified deputy. Registration records are clear to read and understand. The staff team are keen and friendly. However, the deployment of staff during the session does not always promote children's enjoyment and achievement. On occasion several staff will carry out the same task, meaning that some activities are unsupported.

The large main hall is bright and welcoming and has ample space for the number of children who attend. The organisation of space and resources on occasion hinders children's ability to fully participate in an activity.

There are a range of clear and indexed policies and procedures. Staff are clear on the procedures, however some of the written documents do not fully reflect practice.

The leadership and management of funded nursery education is satisfactory. The person in charge demonstrates a commitment to improve and to motivate the staff team to develop their knowledge.

Systems are in place that easily and quickly identify how many times the aspects within the areas of learning are covered during the year. Systems to monitor the effectiveness of the delivery of the Nursery Education are in the very early stages.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection of the care the setting was asked to devise, implement and review documentation in relation to child protection procedures, medication policy and records and risk assessment.

Documentation has been devised, implemented and reviewed to ensure that children are safeguarded and their good health promoted. There are slight differences in the written information contained in the child protection and the procedures followed by the setting, however these do not impact on children's safety.

At the last inspection of the nursery education the setting was asked to develop assessment systems to show where children are at in their learning and ensure these are used to inform future planning. Ensure systems are in place to share children's progress with parents providing opportunities for them to contribute their own observations and comments; to further develop planning to ensure aspects of learning are revisited sufficiently to secure children's learning and links between learning aims and activities on short term plans are clear and to increase opportunities for children to further develop their understanding of technology, in relation to use of the computer.

Planning is clear and shows how the learning intention links to an activity and how often any aspect with the six areas of learning is covered during the year. There is a broad and balanced curriculum across the year. Children have sufficient opportunities to develop their understanding

of technology through the use of computers. Assessment systems have been developed so that staff can record children's progress, however they are not currently all up to date and a recommendation has been raised. Systems have been devised to share children's progress with parents, however they are not fully developed so that parents are contributing their own observations and comments and a recommendation has been raised. Therefore, children make satisfactory progress towards the early learning goals.

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 satisfactory.

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):

- review the deployment of staff and the organisation of space and resources so that they fully promote children's enjoyment and achievement
- ensure that any actions identified in the risk assessment are followed up
- ensure that the written policies and procedures reflect practice within the setting, are reviewed regularly and contain relevant information
- develop systems to check the ongoing suitability of staff.

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):

- ensure that staff are familiar with the learning intention of activities and that activities are differentiated and offer sufficient challenge for more able children
- consistently maintain and update children's progress records so that they are up to date and reflect where children are at and are used to inform planning
- further develop the partnership with parents and carers so that they are fully informed of their child's progress and are able to contribute what they know their child can do.

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