



Wilderness Pre-School

Inspection report for early years provision

Unique Reference Number	EY299152
Inspection date	15 July 2005
Inspector	Gillian Cubitt

Setting Address	Onslow Village Hall, The Square, Wilderness Road, Guildford, Surrey, GU2 7QR
Telephone number	01483 503565
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Registered person	Karen Elizabeth Hatton
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?

Wilderness Pre-school has been established for over 30 years and came under new management in 2004. It operates from the main village community hall situated in a quiet village near not far from Guildford.

There are 29 children on roll between the ages of 2 and 5 years. Of these 26 receive funding for nursery education. Children mainly come from Guildford and the surrounding areas. The pre-school supports children with special educational needs

and also supports children who speak English as an additional language. The pre-school is open each weekday between the hours of 09:00 and 11:45 during term time only.

The pre-school employs five staff plus 1 volunteer. The manager and three of the staff hold appropriate early years qualifications and one member of staff is working towards a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a wide selection of healthy snacks at break time. They look forward to the surprise of tasting different fruits and other nutritious foods such as dried fruit, vegetables and breadsticks. Children eagerly wash their hands as they know they are going to have their snack and they enjoy passing around the bowl of raisins to each other with each child helping themselves to a small handful of the fruits. Staff are keen to promote a healthy eating awareness with the children and their plans carefully take into account children's specific dietary needs. Children help themselves to drinks during snack time but also like the independence of going to the drink buffet table throughout the morning where they pour cups of water when they are thirsty.

Children play outside as part of the morning programme. They have opportunities to enjoy all types of weather. They know that they have to protect themselves with sun hats and creams in the summer as well as wrapping up warm during colder days. Children have freedom to run, jump on the trampoline, climb and swing from the apparatus as well other physical exercise such as riding bikes. Staff are vigilant to ensure that younger children are well included in the programme of healthy eating and exercise ensuring that they have equal opportunities to access the facilities that are appropriate to their age and stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff organise the hall and garden well to minimise the risk of accidental injury to children. Children play in a safe environment as staff, conscious that it is a community hall, check all areas both inside and out for hazards each day. Staff always accompany visitors although systems for signing in and out are not always thorough. Children happily play with their friends in the large spacious hall where they have plenty of room to spread themselves out and move around. Children have soft play and carpeted rest areas as well as opportunities to develop more physical play both inside and in the garden where the climbing frame is a permanent fixture bedded on a rubber tiled safety surface. Staff have a good understanding of safety requirements within the pre-school and comply with health and safety requirements, especially with regard to the children's register and on-going fire drills. Children play

and use equipment and resources that are of sound quality and suitable to their ages such as the large interlinking rubber squares. Very young children explore and sit on them and older children begin to make large constructions such as houses and boats. Children learn how to keep themselves and others safe by participating in tidying up time so other children do not trip over items left unattended.

Staff protect children. Most staff have completed training, however the designated member of staff is fully aware of procedures and ensures that all staff follow correct channels if there are any concerns for children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy an environment that well planned with varied toys and resources that stimulates their curiosity and aids their development.

Younger children are well nurtured during their early days. The welcoming approach of staff and the attractively prepared areas for play dough, painting and construction encourage their curiosity. Children who are tired or nervous can take it slowly by observing from the book corner where they can relax on soft cushions and comfortable chairs. The community hall is large and spacious but through careful planning it becomes a place where children use spontaneity in their play. They are relaxed, happy and secure to try out new ideas such as making houses from large interlinking squares or extending their skills by swinging on the climbing frame.

All children are very busy with their chosen activities. They show their work to staff who give praise and children like to show their drawings to their parents which are placed on display at the entrance. Children are happy and keen to participate in all activities. They are polite, caring and behave well.

Staff promote opportunities for younger children under three years however they plan to develop this further by working with the framework of Birth to three matters.

Nursery Education

The quality of teaching and learning is good. Children make progress as staff are experienced and professional in their approach. They understand the developmental needs of children and have confidence in their growing knowledge of the foundation stage. They fully participate with the planning and the long term plans show clear links with all six areas of learning which form the basis of the weekly plans. Staff know the children well, they work effectively as key workers and through their written observations, other staff can pick up on individual children's achievements. Staff however do not fully link children's achievements with the next stages in their learning and do not note this in the weekly plans so all staff know the stage of progress and development of each child.

Children with special educational needs are welcomed and staff have procedures in place to ensure that children are well integrated within the play and learning environment.

Children learn from the quality and diversity of resources that are available to them such as participating in making their own African masks. Their independence grows, as they are given the complete freedom of the hall to access any resources that appeals to them. Scrubbing the outside shed with brushes and water is fun. Children also feel responsibility as they pour their own water from the buffet when they become thirsty. Older children assist the younger members of the group by pouring drinks. Staff encourage children to be helpful and children like daily duties, especially with tidying up and offering plates of fruit to their friends. Good manners are reinforced as part of the daily programme of being kind and caring to others.

Children make marks and write with various mediums, with crayons, pencils, paint and sand. They make notes in the role play areas and older children are beginning to write their own names on their work. Children make the best use of the book corner and they love to hear stories. They separate into two groups and older children enjoy a story about different types of fruit whilst learning how to add and take away. Younger children become animated when learning about the different animals in Africa. They count the lion cubs and look at the different sizes of animals.

Children have fun in their outside play area where they can extend their climbing and balancing skills with the large fixed frame. They learn about the world about them by looking at natural objects such as a bird nests and different types of twigs.

Children feel at home in their pre-school, they have their own personal peg and name card. They take pride in their work, as they show it to staff and put it away safely so that they can show their parents. Children sing with enthusiasm their favourite songs and rhymes as well as taking time to listen to different tunes and melodies from around the world.

Children make firm friendships which promotes their confidence and self-esteem.

Helping children make a positive contribution

The provision is good.

All children show delight at the toys and resources that are available for them as they enter each morning. Children from varied backgrounds attend and the staff endeavour to provide resources that reflect different aspects of society. Staff however do not always recognise the particular customs and languages for some individual children within the group. Children are polite; they are sensitive to the needs of their friends and work together well within groups. Staff are good role models, they show sensitivity and respect for children and in return, children behave well and show consideration to others. Children develop their spiritual, moral, social and cultural awareness through all aspects of their learning.

Staff establish a good partnership with parents. Parents and staff have an informal friendly relationship as they meet each day. Staff reinforce more formal information by sending out newsletters and providing opportunities for parents to have an annual 'parents' meeting where children's work and progress is discussed. Parents' notice board however is in the main hall and not easily accessible for all parents. Overall, parents and staff work together well to ensure that children's achievements are noted

both at pre-school and at home.

Organisation

The organisation is good.

The provision of resources and systems to ensure that pre-school children make progress is sound. Clear policies and procedures are well established for children's well-being and safety. The operational plan involves children as staff prepare picture record cards which sets out the daily routines which helps promote children's feeling of security and participation within the group. Children's records are fully completed and accurate although aspects of children's culture and religion are not noted.

Leadership and management are good. The overall manager has a very active role in the running and organising of the daily programmes. She works well with her lead staff and as a team they support and motivate each other. Staff have annual appraisals and are encouraged to participate in all relevant training to ensure that their professional skills are up to date. The manager has introduced new systems of recording children's progress in line with the Curriculum guidance for the foundation stage, however the weekly plans and activity sheets do not highlight areas of learning for individual children and how different activities are extended for more able children. Staff have a professional approach and are keen to take on new initiatives to develop best practice in childcare and education such as looking at play plans in line with the framework of Birth to three matters. As a result, the progress of children of all ages is consistent and, overall, the needs of all the children who attend are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report

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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):

- develop visitor's register to ensure that all visitors sign in and the time of arriving and leaving
- develop procedure to involve children and parents more where English is a second language.

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 staff's understanding of the Foundation stage so the notes made on children's achievements are linked to the next stage of the stepping stones and highlighted in activity plans to ensure children's individual needs are met

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