

Waltham Leas Pre-School

Inspection report for early years provision

Unique Reference Number	EY252285
Inspection date	03 December 2007
Inspector	Ruth McFarlane
Setting Address	Leas Infant School, Manor Drive, Waltham, Grimsby, South Humberside, DN37 0NU
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Registered person	Lesley Allen and Sonia Beal
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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?

Waltham Leas Pre-school 2 opened in February 2003 and operates from a self-contained classroom unit within Waltham Leas Primary School, serving the local area. Currently, 72 children are on roll, aged from two to five years. Those aged between 3 and 5 years are all funded. They use three classroom areas, a lobby, a small kitchen, a separate office and an outside play area. Twenty children are on the out-of-school care roll. Five children are on roll with learning difficulties and/or disabilities. Children attend a variety of sessions.

The group opens during school term time only. Various sessions operate, including full day care, before-school, mornings, afternoons, and after-school sessions. Overall opening hours are 08.00 to 18.00. All the facilities, resources and equipment are available for all care sessions and staff are shared. Four full-time and four part-time staff assist with the children, all of whom hold, or are working towards, Early Years qualifications. A further member of staff deals with administration. The group receives support and guidance from a teacher from the Early Years Development and Childcare Partnership. The group has received a Highly Commended Award from the partnership as part of their quality assurance scheme, and also holds the Pre-school Learning Alliance Quality Assurance kitemark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the use of clean and hygienic premises, toys and equipment. For example, sand in the outdoor tray is clean and covered when not in use. Children understand the importance of hand washing before snacks, after messy play and after using the toilet and they carry out these routines confidently. They show their increasing levels of independence, as they freely access the hand washing facilities during the sessions, using an individual fresh paper towel to dry their hands each time. Adults make using water fun; children very much enjoy the bubble-blowing sessions in the water tray.

Children who are sick or injured benefit from being cared for by adults who are qualified in first aid. Medication is stored and administered appropriately and children's health records are shared with parents and carers. Children enjoy daily but limited opportunities to benefit from fresh air and physical exercise outdoors. When outside they have a range of suitable equipment for healthy exercise such as climbing, and ride-on cars to 'drive' to the 'petrol pump'. Adults ensure that children wear appropriate clothing to protect them from the weather.

Children show good awareness of the importance of a healthy lifestyle. They especially enjoyed the recent visit of supermarket staff dressed as fruits, to help with this understanding. They know which foods are good for them. Food and drink are stored, prepared and served hygienically in the pre-school kitchen. Packed lunches are kept in suitable cool conditions. A selection of fresh fruit is provided at snack time. Hot, healthy snacks are also provided in the before and after school sessions. Children enjoy free access to fresh drinking water at all times, as it is stored in chilled dispensers in the play rooms. Staff organise children well at meal and snack times sitting them in small groups where they enjoy sociable and pleasant refreshment. Adults use this time well to promote children's awareness of the benefits of developing healthy eating habits and to promote good manners.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is maintained through effective use of written risk assessments. Adults are vigilant and follow daily routines to assess the premises, toys and equipment visually. The pre-school is kept secure to ensure children cannot leave unsupervised, and coded entry ensures that unauthorised persons cannot enter. All visitors are closely monitored. As a result, children benefit from use of a safe and welcoming indoor environment.

Children practise regular fire drills with adults, in order to develop their confidence and familiarity. A clear record of these drills is kept. Useful and appropriate fire safety equipment is in place and is regularly maintained. Indoor space is sufficient to allow children to move safely without risk of trips or falls.

Children have use of an extensive range of equipment, toys and resources, which are in good condition with no sharp edges. Storage for resources is sufficient to ensure that areas are not cluttered or hazardous.

Suitable procedures are followed to ensure that children are escorted safely on trips and outings. Children are supervised appropriately for their age and stage of development. Adults demonstrate

confidence in their ability to identify, record and report any child protection concerns in accordance with the local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the extensive range of interesting and age appropriate toys, resources, tools and equipment which are made freely available to them at all times, but no free-flow operates between the indoor and outdoor environment so insufficient use of the outdoors is made for learning and physical activity. All children are busy and occupied in purposeful and worthwhile activities throughout the sessions. They have developed the ability to negotiate and cooperate well to maintain harmonious relationships. Children enjoy small group play in the high quality role play areas. They use paint and glitter confidently, for example when creating wonderful Christmas tree decorations in an assortment of primary colours from clay shapes they made. Children enjoy listening to their favourite music and singing Christmas carols with their friends. They are looking forward to singing soon for the local community, excitedly bringing in their permission slips.

Adults interact with the children very well to maintain children's interest and to promote their learning. Regular visitors enhance their experiences, such as the visit of the local police to talk about their work. Trips out also enrich the children's experience, such as the planned visit to a local flour mill and museum, where children will buy the flour they have seen being ground, to make bread.

Staff ensure that the before and after school care takes due account of energy levels when planning activities, to liaise smoothly with the provision during the day.

Nursery education

The quality of teaching and learning is good. An effective 'key person' system is used successfully to ensure that children's individual abilities are identified and respected. Children's observation and assessment records contain useful levels of information. Adults demonstrate excellent knowledge and understanding of the Foundation Stage curriculum and make use of appropriate stepping stones. Planning records show that children receive regular opportunities to develop their learning in all areas. Whilst the assessment procedures ensure the key person monitors development on a weekly basis, children's choices are not monitored on a daily basis, so adults cannot be sure which activities have been undertaken, or that an appropriate balance occurs.

Children are confident users of information technology equipment and benefit from a range of age-appropriate computer programs. They freely access a selection of mathematical resources as and when they wish, and they particularly enjoy the weighing and measuring sessions. In a recent trip to the supermarket with 15p each, they enjoyed working out whether they could afford the piece of fruit they had chosen. They also developed a good understanding of different places. Children are very creative and have use of a vast amount of interesting materials and tools with which to create collage, paintings and models. They initiate mark-making activities when drawing, making lists and writing letters, and some can write their names. They enjoy some physical activity indoors and out, dancing, climbing and riding bikes. Overall children are making good levels of progress in the different areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children benefit from the very close and highly trusting relationships they have formed with adults. The 'key person' system is extremely effective and ensures that adults liaise very closely with parents and carers, to identify children's individual needs, preferences and abilities. Children are very happy, settled and content in the pre-school environment. They demonstrate very high levels of confidence and independence, as they move around the activities, using all the resources as and when they wish. They have access to a good range of toys, books and visual aids which positively promote an awareness and understanding of differing genders and disabilities. They celebrate their own cultures and beliefs and those of others as well as developing an understanding of anti-discriminatory attitudes, through both planned and free play activities. They are currently enjoying learning about all the different national traditions of Christmas.

Children in the out-of-school sessions are very well behaved, polite, kind and considerate to one another. They follow the good examples set by adults, who promote age-appropriate and positive methods of behaviour management. Children are rewarded for their good behaviour through high levels of praise and encouragement.

Staff support children with special educational needs and their families extremely well. They have a very clear understanding of issues, policies and procedures related to these children and they make sure that they carry them out.

The partnership with parents and carers is outstanding. The staff demonstrate an excellent understanding of the importance of establishing and maintaining effective working relationships, to the benefit of the children attending. Regular written responses from parent surveys ensure that the views of parents are taken into account. These surveys show strong support from parents for all aspects of the setting's provision. Staff use the opportunities for daily verbal information-sharing with parents and carers very effectively at the beginning and end of the session. Home/school notebooks are a further extremely effective two-way communication. The entrance foyer displays a high volume of practical and informative notices and leaflets for parents and carers to view at their leisure. Parents and carers are welcomed into the pre-school and are actively encouraged to be involved in their child's care and learning. 'My child loves coming here: the staff are wonderful' is a typical comment. Very regular one-to-one meetings take place with staff to discuss children's records of progress. Social, moral, spiritual and cultural development is fostered very well.

Organisation

The organisation is good.

Children benefit from being cared for by experienced, qualified and enthusiastic adults, who work extremely well as a team to provide a seamless experience for those children who participate in consecutive sessions. Staff are committed to attending further training and development opportunities. They actively seek and welcome support and advice from the local authority. They monitor and evaluate their practice effectively to ensure that they are continually improving the standards of care and education. Appropriate suitability checks are completed, and effective procedures protect children from unvetted persons. The pre-school staff ensure they keep up to date with changes through regular meetings and through reading early years publications.

Staff organise and use the environment and resources well to meet the needs of the various age groups of children within the different sessions through the day. The registration system is appropriate. Suitable contingency arrangements are in place in the event of an emergency or staff absence. All documentation is stored securely and updated regularly. Confidentiality is respected and maintained.

The leadership and management of nursery education is good. The staff work well together to provide an organised and efficient facility for the local community. They have established a close and effective working relationship with the school and very smooth liaison between the various elements of the care provided, whether it be before school, day care or after school. As a result, children enjoy a smooth and effortless transition from one to the other, and into school life. There are good liaison systems for the pre-school children who are moving into the Reception class. For example, the teacher liaises with pre-school staff, visits the children and welcomes them into the classroom in the term prior to them moving. She also invites children to attend the 'learning together' sessions in the school. Pre-school children are actively welcomed to be involved in all aspects of school life. Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was required to review and update the medication administration policy and keep a signed record by parents of details of children attending pre-school with signs of accident. Both these recommendations have been addressed so that children's safeguarding is enhanced.

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):

- develop planning to include a more balanced outdoor/indoor experience.

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):

- develop the cycle of daily planning, assessment and observation further, to ensure that, each day, children experience the appropriate balance of learning.

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