

Woodley Pre-School

Inspection report for early years provision

Unique Reference Number	EY271494
Inspection date	13 September 2007
Inspector	Susan Mann
Setting Address	Cuperham Infant School, Bransley Close, Romsey, Hampshire, SO51 7JT
Telephone number	07709 699 167
E-mail	
Registered person	The Trustees of Woodley 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 outstanding. 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?

Woodley Pre-school has been running for over 30 years and has been operating from its current location, Cupernham Infant School in Romsey, since January 2004. It is managed by a voluntary management committee.

The pre-school is registered to care for children from the age of two years to under five years. It is the group's policy to take children from two years nine months to under five years. There are currently 48 children on roll. This includes 41 funded three and four year olds. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities. At present there are no children who speak English as an additional language.

Sessions run from Monday to Friday from 09:00 until 11.30 and from Monday to Thursday 12.45 until 15.15 during the school term.

There are nine staff employed to work with the children of whom six have an appropriate early years qualifications. Most staff have first aid and two hold a current food hygiene certificate.

The setting receives support from a teacher from the Hampshire Early Years Education and Childcare Unit. The pre-school is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive at the pre-school because of an exemplary range of routines and procedures. They enjoy a café style snack that ensures their needs are fully met because they can access it when they feel hungry. This time is exceptionally well organised and delivered. Children fully understand the routine of self registering before they eat to ensure that all children participate. They help to get the snacks ready and pour themselves milk or water. They are confident to clear up after themselves. Children sit together and chat to one another and to members of staff as they eat, making this a happy and highly sociable occasion for them. Children are encouraged to think about what they are eating. They learn about nutritious foods through discussion and by tasting them. The pre-school is developing this further by introducing a vegetable patch where the children will grow produce to eat as a part of their snack.

Children's health is exceptionally well protected by a wide range of highly effective practices that ensure excellent hygiene. There are two members of staff who hold a current food hygiene qualification and they oversee the correct preparation and storage of foods. Children are encouraged to learn about how to keep themselves healthy. For example, they follow a pictorial routine that is displayed over the hand washing basin which shows the sequence of how to wash hands properly to prevent the spread of infection.

Children's physical well being is significantly enhanced because they are able to play outdoors throughout each session. They move indoors or out on a free flow basis and have plenty of space to run around, play games, or enjoy quieter activities in the fresh air. For example, children demonstrate good co-ordination as they throw balls into a football net, laughing with one another as they play. Elsewhere, two children are wholly engaged in looking into a tray of wood chippings and plastic mini beasts, and they search for spiders with their magnifying glasses.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is assured because the staff give the utmost attention to ensure children's well being is thoroughly protected. Staff work exceptionally well together to ensure that children's supervision is of a consistently high standard. Children learn how to keep themselves safe. At circle time, short reminders are given by staff with regard to safety issues to help them learn and retain this information. For example, when asked what to do if they wish to play out in the sun, children say that they must wear a hat to provide suitable protection.

Children benefit from an exceptionally well planned environment which gives them plenty of space to play, rest and eat. It is bright and well maintained. The classroom benefits from great deal of natural daylight and has direct access to the secure outdoor area, providing children with pleasant surroundings.

Health and safety issues are given a very high priority by staff to ensure a safe and suitable environment. The health and safety co-ordinator liaises with the staff team to ensure that thorough risk assessments are performed frequently. Identified hazards are properly dealt with

to minimise the risk of injury or accident. All other areas of safety are comprehensively covered and reviewed. All issues are discussed at each staff and management committee meeting to ensure everyone involved with the running of the pre-school has knowledge of current legislation and requirements.

Children's welfare is safeguarded by dedicated practitioners who have extensive knowledge of child protection issues. All staff have received recent training on how to recognise symptoms of possible abuse. They are supported by two co-ordinators who have excellent knowledge of how to protect children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children demonstrate exceptional confidence at the pre-school. They are extremely animated and highly focussed as they move from activity to activity. They benefit significantly from the superb organisation of routines that enables them to carry out a variety of tasks without adult support or intervention. Children choose from a wide range of art and craft materials that are stored in low level units to foster their independence. For example, two children draw on paper. They then fold it into an envelope, and secure this with tape from a dispenser. They demonstrate great self assurance as they select resources and materials for this task. Similarly, when children have had a drink of water, they put their used cup in the waste bucket to ensure it does not get used by another child.

Children's enjoyment is significantly enhanced by the excellent support they receive from highly skilled staff. All staff are exemplary in their interactions with the children. They take time to explain things clearly to the children, and show genuine interest in what children have to say. This gives children great confidence and encourages them to become self assured. Younger children are given superb support to enable them to settle successfully. Keyworkers are exceptionally attentive to children's individual needs when they first start to ensure they feel emotionally secure.

Nursery Education

The quality of teaching and learning is good. The curriculum is well planned to ensure that children make good progress whilst having fun. Children learn through a successful combination of play based activities. These are either supported by adults or enjoyed by children playing co-operatively with one another. Planning is comprehensive to ensure that all areas of learning are covered. Children's learning and development is measured through an effective system of observation and assessment which charts their individual progress through the stepping stones. Keyworkers use this information to plan each child's next steps in each area of learning. These learning plans are then used to plan the curriculum each term, to ensure each child receives a curriculum that is highly relevant to their interests and needs. The curriculum is thoroughly evaluated each day so that it continues to be successful and appropriate to the children who attend.

Most children are completely engrossed in all elements of the session. They enjoy the flexible routine that provides a familiar framework for their time at pre-school. This helps them feel secure and confident. However, occasionally at the end of the session children sit for too long a period with not enough to occupy their interest. At these times, children happily chat to one another whilst their pictures and personal items are handed to them by staff prior to going

home. However, it is not in keeping with the excellent momentum of the rest of the session, and there is a possibility that children may become bored at this time.

Children enjoy stories and songs. For example, a group of children listen intently to the story 'Peace At Last' and their comments about the story show that they understand it. Children readily label their drawings and art work by writing their names. Many older children correctly form most of the letters as they write. Children show a clear understanding of mathematics as they play. For example, they count their fingers as they sing action rhymes. They estimate size and number as part of their play, such as guessing how many children are present that day.

Children particularly relish creative activities, such as role play and playing musical instruments. For example, three children create their own domestic scene in the role play area. They make cups of tea and 'cook' pizza before they all sit down to 'eat' their tea, as they do this, they talk to one another about what they are doing and demonstrate very good language and social skills. Children learn about technology through a wide range of interesting resources. They are highly competent at using the tape recorder to stop, start and rewind a story tape. They benefit from numerous opportunities to develop their small muscle movements each session. For example, a child plays with dough. She uses a range of tools to cut it as she stretches the dough across the table.

Helping children make a positive contribution

The provision is outstanding.

Children are exceptionally well settled. They play happily in the calm and relaxed atmosphere of the pre-school. Their experience is significantly enhanced by the highly professional attitude of all staff. They value each child and are accomplished in fostering an inclusive environment where individual needs are known, respected and fully met. Children's spiritual, moral, cultural and social development is fostered. Children learn about our diverse society through a superb range of resources, activities and displays. For example, they show great interest in looking at a display made from pictures of people of all ages, abilities and cultures.

Children with learning difficulties and/or disabilities receive a high level of support to enable them to flourish at the pre-school. The two special educational needs co-ordinators work very well to provide an excellent programme of care and support for children who require additional help. They work extensively with parents, and liaise with other agencies to ensure that each child progresses well.

Children manage their own behaviour extremely well because they fully understand the rules and expectations of the pre-school. The children and staff worked together to form the list of rules that are displayed on the wall. These are highly appropriate and extremely clear for children to understand. Staff use circle time very effectively to remind children of these rules and children demonstrate a thorough knowledge of them. This time is also used well to encourage a sense of community in the pre-school. Children demonstrate an outstanding sense of belonging to the group. This is supported further because all staff provide exemplary role models for the children to follow.

Children benefit greatly from the purposeful relationship between the pre-school and their parents. The pre-school is utterly committed to forging excellent relationships with parents and carers. Parents actively contribute to the highly effective management of the pre-school which ensures it reflects the needs of the families who use it. They are frequently involved in sessions to share a special skill or to provide general help. They are also invited to participate

in well supported special events such as 'Dad's Week', where male relatives are given a special invitation to come along to the sessions. Children benefit greatly from this successful collaboration because it enhances their experiences and it provides valuable links between home and pre-school.

Partnership with parents with regard to the provision of education is outstanding. Children benefit significantly from the excellent collaboration on their learning and development between staff and parents. Parents are provided with a wealth of information about the curriculum and how young children develop, and this helps foster their knowledge and understanding. Before a child starts at the pre-school, parents and children are invited to visit on several occasions. These provide valuable opportunities for parents and keyworkers to have comprehensive discussions regarding the child's individual needs. It also allows keyworkers to observe children as they play. They make note of children's stage of development and preferred activities so that they can give them the correct level of support to help them settle effectively and progress.

Parents have frequent opportunities to view their child's assessment records. Each year there are planned meetings with keyworkers to view and discuss these. Furthermore, parents may access their child's records at any time and many chose to do this. Parents are given ideas of how to support their child's learning at home on an individual basis. These opportunities allow parents to become fully involved in their child's learning, and it provides the child with a coherent approach to their education between home and pre-school.

Organisation

The organisation is outstanding.

Children's well being is effectively promoted by the exceptional organisation of the pre-school. The parent management committee actively contributes to their welfare through superb systems and excellent documentation that firmly underpin the provision. The pre-school is supported by a comprehensive range of robust policies that are regularly reviewed to ensure they are in line with current legislation and requirements. Staff recruitment procedures are meticulous to ensure adults working with children are suitable. Excellent procedures are in place to support staff in their roles. These include annual appraisals, training plans, and a system of peer-on-peer observations that encourages reflective practice and continuous development. The pre-school management plan new initiatives and evaluate existing practices to ensure the provision adopts a forward thinking approach.

Leadership and management are good. The two managers of the setting oversee the provision of nursery education and ensure that all children make good progress. They monitor the curriculum and assessment of children's learning well to ensure consistency. They provide an effective induction programme for new staff to ensure they provide high quality care for the children. They also support volunteer and student helpers in the setting to ensure children benefit from a consistent level of care. Both leaders provide enthusiastic leadership for staff through their positive approach and caring attitude. They develop their expertise through liaising with other professionals at regular cluster meetings, which helps them improve the practice and procedures further. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the pre-school was asked to consider a number of recommendations. All of these have been fully addressed. In the provision of care, children's' welfare is properly

safeguarded. All staff are trained in current child protection practices. They are knowledgeable of the signs and symptoms of possible abuse and know how to record and report concerns. Children are not able to leave the premises unaccompanied. The pre-school has relocated since the last inspection, and is now situated on a school site. It has put robust systems in place to ensure children can not leave the room unnoticed. Children are protected from the danger of fire because the pre-school has effective evacuation procedures in place that are regularly practised to enable children to become familiar with them. Fire extinguishers are checked regularly to ensure they are in working order. There is a clear record of attendance at the pre-school because the register accurately shows the times of arrival and departure of all children and adults.

With regard to the provision of education, staff have developed an effective system of assessment. This clearly indicates each child's progression through the stepping stones and plans for their next steps of learning. Children learn about their local environment and that of the wider world through a range of stimulating topics which help foster their understanding. For example, they have studied their local community and made a display about the town, the facilities, and maps of the area. Finally, children have daily opportunities to use large equipment to promote their large muscle physical development. They play outside each day, and use a wide range of resources that helps them improve their level of physical fitness and co-ordination.

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- review the existing routine to ensure that children's interest is maintained throughout each session, with particular regard to the end of the session.

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