

The Wendy House Pre-School

Inspection report for early years provision

Unique Reference Number 148693

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Inspector Heidi Wilton

Setting Address Radstock Community Centre, Radstock Lane, Earley, Reading, Berkshire,
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Registered person The Trustees of Wendy House 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?

The Wendy House Pre-School opened in 1984. It is a registered charity run by a voluntary committee. The pre-school may care for no more than 26 children from two years to under five years at any one time. The pre-school is open Monday to Friday from 9:30 to 12:00, and one afternoon per week from 12:30 to 15:00, term time only.

The pre-school occupies a large room in the community centre which is within the grounds of Radstock School. The pre-school also has the use of two smaller rooms and a kitchen if required and the use of the school playing areas. The pre-school serves families from the local community in Earley. There are currently 51 children on roll. This includes 34 funded three and four year olds. The group supports children who have English as an additional language and children who have learning difficulties and/or disabilities.

The pre-school employs 12 members of staff. There are four staff qualified to level 3 with one staff member working towards a level 3 qualification. There is one member of staff qualified to level 2 and one member working towards a level 2 qualification. Three staff members are embarking on their level 2 training in the near future. The supervisor is currently working

towards an early years foundation degree. The pre-school receives support from the Early Years Development and Childcare Partnership and the Pre-school learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The pre-school has good systems in place to ensure children are prevented from cross infection. Children wash their hands after going to the toilet and are supported with their learning of washing hands with photographic timelines. The pre-school has a sickness policy in place and in addition it provides parents with detailed information about the different infectious illnesses. This ensures parents are well informed about incubation periods should their child contract a communicable infection. All accidents are dealt with appropriately and are recorded accurately into the accident record books.

Children enjoy a healthy snack of fruit and they enjoy spreading jams onto their toast. Snack times are a social occasion for the children when they laugh and chatter together. They have lots of opportunities to engage with physical activity as they ride tricycles, jump through hoops and move their bodies to familiar music and action songs. They become very excited as they join in with the large parachute and move their arms up and down to make the parachute move.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school keeps children safe and fully protected. It ensures all doors are secured when not in use and have robust systems in place to ensure children are collected by their designated person. It gains all required written parental permissions to ensure children are safe and parents well informed.

The pre-school has a clearly detailed fire evacuation procedure in place and all staff know their roles and responsibilities should a fire occur. They practise the fire drill with the children regularly to ensure they know what to do in a fire or emergency. All drills are logged into the fire record book and evaluated to ensure improvements can be made next time.

The supervisor and her team all have a good understanding of child protection procedures. They all know where to make referrals should they suspect abuse or neglect and good systems are in place to ensure all signs and symptoms are recorded. The pre-school has a detailed child protection policy in place which is in line with the current Local Safeguarding Children Board's procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and choose activities from the resources already set up for them by staff. They have access to a wide range of age and stage appropriate toys and resources and independently select them from the low level storage and shelving. The pre-school has good settling in procedures for children and gains information from parents about their child's likes, dislikes and favourite toys and interests. This enables the staff to gain some knowledge about the child enabling them to create a smooth transition from the main carer to the pre-school.

Children love to play with the play dough and manipulate the dough to make objects. They play alongside each other as they engage with small world play and have fun as they participate with role-play. Young children love to put the baby dolls into the small car seats and cover them with blankets and others have fun as they make themselves meals at the toy kitchen. They know the routine well and show respect for the environment as they help each other to tidy the toys away. Children who become tired or want to rest can sit in the book area to read or look at the wide range of books.

The quality of teaching and learning for children in receipt of funded nursery education is good. The supervisor and staff team work effectively together to plan activities in line with the Foundation Stage. They evaluate planned activities and make observations of the children. They observe each child's individual development and these observations are transferred into the children's individual records. The staff team do plan children's next steps although this is not consistent across the staff team. This does not ensure next steps are regularly identified for all the children.

The environment is organised well as children can access toys and resources from the low level shelving and storage. In addition, children can free-flow between the inside and outside areas for most of the session which allows them to make choices about what they would like to do. Children select their name tags when they arrive at the pre-school. This ensures children feel valued and this gives them the feeling they belong to the group. Children know the routine well, helping to put cups out at snack time and tidying resources away at the end of the session.

Children enjoy listening to stories and the member of staff reads the story enthusiastically, pausing at intervals to give children opportunities to interact. They have fun drawing pictures of what they remember from the story and call excitedly to their friends to show them what they have drawn. Children have lots of opportunities for emergent writing as they make marks in the sand tray, use chalks and have access to a variety of writing tools to use within their imaginary play. Children learn about number incidentally through everyday activities. For example, staff encourage children to count how many children are in the line and to count how many pieces of banana they have on their plate. They have fun as they play with different sized bears and the member of staff skilfully extends the learning by encouraging older children to distinguish between the sizes. Older children are successful in identifying the smallest to the largest bears.

Children foster an understanding about the wider community as parents and visitors from society come in to talk to them about their cultures and job roles. They have fun as they dress up in different clothing and look at different artefacts. Children have access to a wide range of programmable equipment as they put tapes into machines and listen to the music through the headphones. They independently access a variety of arts and crafts and have fun as they paint using brushes and their hands. Children love to engage with role-play and iron with the small ironing board stating to their friends, 'careful, it's hot'. They have fun as they move and bend their bodies to familiar music and rhymes.

Helping children make a positive contribution

The provision is good.

All staff treat the children equally and treat them all as individuals. They act as good role models showing each other and the children respect. This encourages children to respect each other. They foster an awareness of positive gender roles and different cultures through a wide range of books, puzzles and clothing. In addition, parents from different cultures come to talk to the

children and show them artefacts, clothing and other media from their cultures. Children love to try different national costumes on and have fun as they taste different multi-cultural foods.

The pre-school works effectively in partnership with parents and outside agencies to support children with additional needs or those with English as an additional language. They continue action plans and provide one to one support to ensure the needs of the children are met. However, the setting has visual supports and other resources but these are currently not made readily accessible to the children. Children behave well within the pre-school. Staff use positive praise and encouragement for good behaviour and children's achievements. They talk to children at child level for unacceptable behaviour and help the child to resolve the issue. Staff all use consistent behaviour strategies which ensures children know what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

The pre-school communicate with parents verbally everyday and provide written feedback about the children within the 'magic moments book'. This is a lovely link for parents as staff write what their children have been doing and parents can also write about the things their children have been doing at home. Parents are informed about important information, events and topics through regular newsletters and information displayed on the notice boards. The pre-school has provided parents with a comments book which allows parents to give feedback on the service being provided for them and their children.

The partnership with parents and carers for children in receipt of funded nursery education is good. Parents are invited to workshops such as 'maths with your children' and 'activities to do with your children' on a regular basis. This ensures parents are well informed and they can continue activities and learning at home. In addition, the pre-school has 'play and stay' sessions regularly where parents come into the session, play with their child, communicate with their child's key worker and discuss their child's developmental records. This ensures parents know where their children are with their development and learning can be continued and consolidated at home. The pre-school displays the planning for the week for parents to ensure they are informed about what their children are doing. However, the planning does not currently show what stepping stones and early learning goals the planned activities are working towards. This does not ensure parents are fully informed about the learning aims from the activities.

Organisation

The organisation is good.

The supervisor and staff team are dedicated to the children and work well together to create a stimulating, child centred environment. Many of the staff have appropriate child care qualifications and some staff are working towards gaining qualifications. All staff have training schedules which shows what training they have completed and they are able to identify their future training needs. All staff have comprehensive inductions where they gain knowledge about the provision, policies, health and safety aspects and other essential information.

The supervisor and chair of the committee both have a good understanding of ensuring all adults are vetted and suitable to be around the children. The pre-school meets the needs of the range of children for whom it provides. It ensures children play within a well organised environment where they access toys and resources from low level shelving and storage.

The pre-school records children into the attendance register which ensures they are accounted for in an emergency. It has gained all required information about the children from the parents

and store this securely to ensure confidentiality is maintained. The supervisor and her staff team have a good understanding of the National Standards and current legislation.

The leadership and management for children in receipt of funded nursery education are good. The supervisor works extremely well with the staff team and has support from both her deputy and administrator. This ensures all documentation is in place and updated regularly. The supervisor is responsible for the day to day running of the nursery and works alongside the staff team on a daily basis. She monitors the working practice of the team celebrating any achievements and discussing any concerns as they occur. In addition, the supervisor conducts annual appraisals where achievements, targets, concerns and training needs are discussed and identified. The supervisor is involved with the planning process and she ensures all staff are completing the planning and conducting observations of the children.

The supervisor communicates effectively with the chair and the committee regarding the pre-school provision. The chair and committee delegate the day to day running of the pre-school to the supervisor and her team but are responsible for dealing with any issues, finances and staff recruitment. The chair and the supervisor work effectively together to ensure all policies are implemented and updated regularly in line with current legislation.

Improvements since the last inspection

At the last care inspection the pre-school was asked to address three recommendations. It was asked to ensure all fire exits are kept clear. The pre-school now keep all fire exits clear. This ensures children, staff and visitors are safe and are able to exit the building promptly in an emergency.

The pre-school was asked to ensure all staff are aware of their individual role in the event of a fire. The pre-school staff all know their roles and the evacuation procedure should a fire occur. They practise the fire drill with the children regularly to ensure they know what to do in the event of a fire. This ensures children and staff are safe.

The pre-school was asked to develop staff knowledge and understanding of child protection issues. The staff team all have a good understanding of child protection issues, where to make referrals and how to record signs and symptoms. This ensures the welfare of children is safeguarded.

At the last education inspection the pre-school was asked to address three recommendations. It was asked to review staff training to ensure all staff receive appropriate training in the early learning goals. The staff team all attend regular training to ensure they are fully knowledgeable about the early learning goals.

The pre-school was asked to continue to develop the recording and assessment system to ensure children's progress is recorded. The pre-school now conducts observations of all the children and record these into the children's individual records. The pre-school details children's next steps in learning although there is a lack of consistency amongst the team in identifying these next steps.

The pre-school was asked to extend the opportunities for children to develop their individual writing and craft skills. The children have a variety of writing tools to make marks, patterns and letters. For example, they make marks in sand, on the chalk board and within their role-play. They have access to a wide variety of arts and crafts and independently select these resources from the low level shelving units.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 all visual supports and other appropriate resources are readily accessible for children with additional needs and English as an additional 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):

- ensure all staff are consistently monitoring children's learning to effectively plan next steps for learning
- further develop the planning displayed for parents to include links to the Foundation Stage.

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