

Woodcot Community Pre-School

Inspection report for early years provision

Unique Reference Number	507948
Inspection date	27 September 2007
Inspector	Lisa Ellis
Setting Address	Woodcot CP School, Tukes Avenue, Gosport, Hampshire, PO13 0SG
Telephone number	01329 288113
E-mail	
Registered person	The Trustees of Woodcot Community 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?

Woodcot Community Pre-School has been registered since 1999. It is a registered charity and is managed by a committee of parents. It primarily serves children from the local community and is situated in purpose built accommodation within the grounds of Woodcot Primary School, in Gosport, Hampshire. It is the group's policy to admit children once they have reached the age of two years and six months.

Sessions are offered from Monday to Friday during term time from 09:00-11.30 and from 12.50 until 15:20. There are currently 33 children on roll, of whom 20 are in receipt of government funding for nursery education.

There are six members of staff employed to work with the children, all are experienced and five hold childcare qualifications. All staff have current first aid qualifications. There are systems in place to meet the needs of children with learning difficulties and/or disabilities and those who have English as an additional language. The group receives support from the local authority and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn good procedures to promote their health such as washing their hands before eating and after using the toilet. They are encouraged to wipe their own noses and to dispose of tissues hygienically. Staff ensure surfaces are kept clean by using anti-bacterial spray on tables to reduce the spread of germs. Children are protected from the spread of infection as parents are asked to keep children with contagious ailments at home.

Children are dealt with appropriately following accidents as all staff hold current first aid certificates and there are well stocked first aid kits. Parents provide their written consent for staff to seek emergency medical treatment following more serious incidents to ensure that children receive suitable care. Records relating to accidents and the administration of medication are well recorded and shared with parents to promote the welfare of the children.

Children's dietary needs are met as they are provided with healthy and nutritious snacks during each session. Parents are asked to provide details of any allergies or intolerances to ensure children are only given appropriate food. Typically snacks consist of a selection of fruit, raw vegetables, cheese and breadsticks. Children are supplied with fresh milk and have constant access to a water cooler to ensure they remain adequately hydrated. Many children make use of the water cooler, recognising changes in their bodies that make them thirsty following exercise.

Children are protected from the effect of the sun as parents are asked to apply sunscreen to their children before they come into pre-school. Staff erect gazebos in the garden to provide as much shade as possible during warmer weather to further protect the children.

Children have the advantage of having constant access to the outdoor area which has recently been extended and refurbished to provide them with a spacious and attractive space where they take part in activities that cover all areas of learning. As well as practising their physical skills outside, they also have weekly access to the school hall where they take part in activities which encourages them to exercise, contributing to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children greatly benefit from being cared for in a building which is for their sole use. There are separate areas for messy play, table top activities and floor games. Once all children have arrived, they are able to freely and safely move around the indoor and outdoor areas. Supervision of children is very good and effective safety and security measures have been implemented to provide them with a safe environment. For example, daily risk assessments are carried out to ensure the premises remain safe for children's use.

Children have access to a wide range of equipment which is kept very clean and well maintained. There is an extensive range of resources for them to choose from which is attractively laid out for their arrival. Toys are age appropriate and are regularly rotated to provide the children with many learning opportunities. Throughout the building, children's work is displayed to make them feel valued and part of the group and to ensure the rooms remain brightly decorated.

Children are learning how to keep themselves safe should there be a need for them to evacuate the premises by practising fire drills on a regular basis. All visitors to the premises are asked to sign themselves in and out, and parents sign their children in and out on a sessional basis. Parents are asked to specify who will be collecting their children at the end of the session and strict guidelines are adhered to, ensuring children do not go home with anyone different.

Children's well-being is effectively promoted as all staff have completed child protection training and understand the procedures to follow should they have concerns regarding children's welfare. Good records are kept of existing injuries and information is provided to parents about the groups safeguarding policy help to protect the children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive good levels of interaction from staff. Activities are planned that are suitable for all aged children and staff have a good understanding of how to adapt them for the children aged under three years. The younger children are helped to settle into the group without their parents as the staff gently guide them around activities until they are happy to play independently from adults. Staff ensure the younger children are reassured and given cuddles as needed to help them to settle into pre-school life and prepare them for the next steps in their learning.

Nursery education

The quality of teaching and learning is good. Activities are planned by the whole staff team using observations from previous activities to help children make progress in their development. Written plans show the learning intention of activities and how they can be extended to challenge more able children. As the group is relatively small, staff have a good understanding of the individual educational needs of all children and adapt activities as necessary, particularly where individual children may need additional support. Staff make observations on the children's progress and are allocated time each fortnight to update the records on the children in their key worker groups. The written plans have a space for staff to evaluate activities but these are not being completed. However, staff informally evaluate the effectiveness of some activities. Children are set individual termly goals to challenge them in order to help them achieve their full potential. Their records show that they are making steady progress through the stepping stones which helps to prepare them for primary education.

Children are keen to come into pre-school and show familiarity with the daily routines. They are happy and relaxed and show confidence and independence as they select their own resources and take part in their chosen activities. Their early mathematical and literacy skills are developing well as activities that promote learning in these areas is interweaved throughout the sessions. For example, children are encouraged to count out using one to one correspondence; are assisted in undertaking basic calculation through familiar songs and rhymes and are asked to try and write their names on their own work. Staff often link sounds and letters when helping children to recognise their written names and use letter cards to help children match letters in their names.

Children enjoy looking at books and often add their own experiences when stories are being read to a group. Staff ask children questions about the stories to encourage them to think and predict what happens next. Children have many opportunities to practise their emergent writing; as well as having access to pens, paper and paint indoors, they also use chalk boards and easels

in the garden to practise these developing skills. Children thoroughly enjoy playing with bubbles in the garden and show delight as they experiment with different tools to make bubbles of different shapes and sizes. They work well together in activities where team work is needed and are good at taking turns and sharing.

Children learn about caring for living things as they grow vegetables and flowers in raised beds in the garden. They are learning about technology as they have constant access to a computer and other programmable toys such as tills and robots. Children enjoy devising their own experiments such as mixing paints to create new colours. They are great performers and show high levels of confidence as they sing with a microphone when the karaoke machine is put out for them. Staff add to children's vocabulary as they role play, for example one child said 'I'm an aeroplane boy' as he pretended to fly a plane. A member of staff told him that someone who flies an aeroplane is called a pilot. Children express themselves freely through music and craft activities. They enjoy playing their musical instruments as they sing and recognise the difference between loud and quiet, and slow and fast music.

Children's fine motor skills are developing well through regular access to resources such as construction equipment, puzzles and threading. They have regular opportunities to practise their gross motor skills as they climb, balance and use ride on toys in the garden. They negotiate space well and are developing good hand eye co-ordination through using resources such as skittles, hoops and balls.

Helping children make a positive contribution

The provision is good.

Children are treated with equal respect and all have full access to the range of resources which helps promote equality within the setting. They learn about the wider world through planned activities, for example celebrating different festivals such as Chinese New year, where they decorate fabric to make a dragon for a special dance they have been practising. They learn about diversity which is reflected in books and toys that challenge stereotypes.

Although there are currently no children on roll who have learning difficulties and/or disabilities, the group has established links with the staff from the hearing impairment unit within the school to help meet the needs of children who have previously attended with hearing impairments. Some staff have completed training in Makaton and British Sign language and a member of staff is currently attending a quality play course to increase her knowledge of meeting the needs of children with learning difficulties and/or disabilities. Children's social, moral, spiritual and cultural development is fostered.

Children's behaviour is very good. Staff hand out jobs to give children responsibility, such as helping to prepare snacks and helping to tidy up. Children are praised and rewarded with stickers for their efforts to provide them with encouragement to behave well in the future. They have been involved in devising the rules of the setting which are displayed on a tree made from their hand prints. Staff act as positive role models to the children and compliment them on positive behaviour rather than focusing on undesirable behaviour.

New parents are encouraged to visit with their children before they start to help them settle into pre-school life. They are provided with a detailed prospectus outlining the group's main policies and procedures that are implemented to help promote positive outcomes for children. As the group is managed by a parent committee, they can have a lot of input into how the group is run. They are well informed about what is going on in the group through access to

minutes from committee meetings and regular newsletters from the staff about fundraising events and what is going on in the group. Photographs of all the staff, with their names and roles are displayed in the entrance foyer so parents are aware of who has been looking after their children. Information about how parents can make a complaint are fully accessible although the contact details for Ofsted are out of date.

The partnership with parents and carers of children in receipt of government funding for nursery education is good. They receive good quality information via the prospectus about the Foundation Stage which clearly explains how children move through the stepping stones towards the Early Learning Goals. It also provides detail on the types of activities the children will be doing under each area of learning. During the settling in period, parents are asked what their children can already do and staff soon start to make observations on children to assess what stage they are at in their development.

Parents are welcome into the group to be involved in their children's learning and there is a parents rota system in place should they want to do this, however, this offer is not often taken up. Planning sheets are displayed in the entrance foyer to show parents what the children are doing on a weekly basis. They are notified of the colour, shape and number that the children are focusing on each week and are asked to encourage their children to bring something in from home to add to a display to compliment what they are learning about in pre-school. Parents are kept informed of their children's progress as termly progress reports are sent home which they are free to comment on.

Organisation

The organisation is good.

Children are cared for by an experienced and consistent staff team that show a commitment to training by regularly attending workshops to increase their childcare knowledge. All staff have written job descriptions so they are aware of their roles and responsibilities. Effective use is made of staff deployment rotas which contributes to the sessions running so smoothly.

Suitable procedures are in place for the recruitment and vetting of new staff and an induction and appraisal system has been implemented to monitor their ongoing suitability. Children are protected from un-vetted persons as they are never left unattended with them. Ratios are maintained at all times and accurate records of children's attendance are kept to promote their safety. All of the regulatory documentation is in place, is stored confidentially and is shared with parents as necessary to promote the welfare of the children. Therefore, the setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good. Staff have recently had individual review meetings to set targets for their personal development to improve the provision of nursery education. Senior staff show a clear vision on how to meet the educational needs of the children and take appropriate steps to develop the skills of the assisting staff. For example, although all of the staff have received training on implementing the Foundation Stage curriculum, senior staff have identified that some staff lack the confidence in the planning of activities. This has been addressed by displaying the focused stepping stones around the room and by giving these staff members in-house training to help them become more confident.

Recommendations raised at the last inspection have been effectively addressed with the action plan for improvement displayed alongside the inspection report for parents to view. The environment is well organised into areas of learning which is also mirrored in the outdoor space.

Relationships between the pre-school and primary school have strengthened, with the children being invited to attend special assemblies and have regular visits to the reception class to ease the transition into primary education.

Improvements since the last inspection

At the last inspection three recommendations were raised relating to care and one key issue was raised relating to the provision of nursery education. The recommendations for care were to ensure that all staff and the committee are aware of their roles and responsibilities; to ensure that there is a robust system in place to record and report child protection issues and to improve practice when employing new staff. The key issue for nursery education was to ensure consistency in key worker observations and evaluations to enable all children to be given equal opportunities to progress in their learning.

The care recommendations have been met as there are now written job descriptions in place which outlines individuals roles and responsibilities to ensure they work consistently to promote the care of the children. Child protection policies have been updated with systems implemented to record and report any concerns regarding the welfare of the children. An induction and appraisal system has been devised to ensure new staff are well informed about the running of the group and that they are formally monitored to ensure their ongoing suitability.

The key issue relating to nursery education has also been effectively addressed as staff now receive a morning each fortnight to update their records on children's progress. They now all use the same systems for assessing children and monitoring their progress to provide more consistency.

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 that the information for parents in the policies is up to date regarding Ofsted's contact details

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):

- formalise and make better use of evaluations of activities and use them in planning to help children to make further progress in their 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