

# Orton Wistow Under 5's

Inspection report for early years provision

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<b>Unique Reference Number</b>	256799
<b>Inspection date</b>	29 February 2008
<b>Inspector</b>	Katherine Powell
<b>Setting Address</b>	Orton Wistow Community Centre, Napier Place, Wistow Way, Orton Wistow, Peterborough, Cambs, PE2 6XN
<b>Telephone number</b>	07985 011533
<b>E-mail</b>	
<b>Registered person</b>	Orton Wistow Under 5's
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Orton Wistow Under 5's Pre-school is a committee run group which opened in 1988. It operates from the Community Hall in Orton Wistow, Peterborough. The group has use of one large room in addition to toilet and kitchen facilities. There is also a second room for small group activities and meetings. There is an enclosed outside play area to the rear of the building. The majority of children who attend the setting come from the local area.

There are currently 54 children on roll. This includes 39 children in receipt of funding for early education. Children attend for a variety of sessions. There are children attending who have been identified with learning difficulties and/or disabilities. There are currently no children who speak English as an additional language.

The group is open each week day from 09:00 to 11:30 and from 12:30 to 15:00 on Monday, Wednesday, Thursday and Friday. A lunch session is also available for children who wish to attend or who stay all day. The group operates in school term-time only.

The setting employs 10 members of staff on a full and part-time basis. Five members of staff have completed recognised qualifications and one member of staff is currently undertaking

further training. The setting is a member of the Pre-school Learning Alliance and is a registered charity. Staff receive support from a teacher advisor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children benefit from being cared for in an environment where staff give very high priority to promoting excellent hygiene practices. Children learn consistent hygiene routines through washing their hands appropriately, such as after using the toilet and before eating. Staff effectively support children's self-care skills by ensuring they have easy access to paper towels and tissues to wipe their hands and blow their noses. Staff rigorously apply agreed health procedures and have developed a secure awareness of appropriate food handling practices by undertaking relevant training. This ensures that the risk of cross-contamination is minimised and children's health is maintained. Very thorough procedures are in place to record any accidents that occur and when administering medication to children. This ensures children's health and safety is fully promoted. The majority of staff have completed first aid training and a well-stocked first aid box is readily available. In addition, staff also ensure that they carry a first aid kit with them when taking children on outings. This enables staff to deal efficiently with any accidents.

Children have a very positive attitude to physical exercise and enjoy using and exploring the excellent range of play resources in the outdoor area. They enjoy running around freely and using the large equipment to practise their whole body movements, such as climbing and balancing. Children are developing their spatial awareness and learn to manoeuvre wheeled toys safely around obstacles. Children persevere with challenging activities which help to promote their small hand skills effectively, for example, doing up buttons and zips, making jigsaws, using glue sticks, scissors and play dough tools. Staff provide very good support for children during activities. Consequently, children feel confident to practise and develop their physical skills and ask for help when needed. Children's awareness of their health and bodies is further enhanced by visits from healthcare professionals, such as a nurse and a dental hygienist. Children learn about personal care, the benefits of eating healthily and being active and how to look after their teeth. Children have access to comfortable seating within the play area, so are able to rest and relax according to their individual needs.

Children have easy access to drinking water throughout the session and enjoy a wide selection of fresh fruit at snack time. Staff make excellent use of snack and mealtimes to engage children in conversation about different foods and this helps to further promote their understanding of the benefits of eating a healthy and balanced diet. Children delight in referring to posters displayed in the room and discussing which fruits and vegetables they prefer. Children have frequent opportunities to plant vegetables in the garden area which they then nurture and observe as they grow. They discuss when their crops are ready to harvest and enjoy eating their produce at snack time. The setting has implemented some excellent strategies to fully involve parents in their healthy eating programme. Parents are requested to provide the snacks each day for the group and are provided with clear guidance to ensure these are healthy options. They are also invited to attend lunch time sessions at the end of each term so they can enjoy interacting with children around the table and talking to them about healthy foods. Detailed written records are maintained which enable staff to fully meet children's individual dietary and medical requirements. The setting has developed very detailed written information for parents about infectious diseases which helps to prevent the spread of infection. The written

records and procedures and the staff's secure knowledge of appropriate first aid treatment ensure children receive excellent care and attention.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children benefit greatly from very vigilant safety procedures, including a systematic risk assessment and detailed health and safety policy to provide a safe and secure environment. Effective arrangements ensure the outside play area is safe and meticulous security ensures children are not able to leave the premises unsupervised. Appropriate safety equipment minimises potential hazards within the setting and effective organisation of equipment and resources allow children to access these freely and safely to promote independence and choice. Children receive very high levels of supervision and support both indoors and outdoors. They learn to keep themselves and others safe through gentle guidance from staff. For example, children learn to handle tools, such as scissors safely and know that it is dangerous to walk around with them in case they fall over or bump into someone else.

Very effective methods ensure that toys and resources are well maintained and suitable for the age of the children present. Children actively assist in tidying away toys before accessing others as part of the daily routines. This prevents children from accidentally falling or tripping over. They learn about keeping themselves safe and follow agreed rules, such as not running indoors. Appropriate fire safety equipment is available and vigilant arrangements for emergency evacuation, including regular fire drills, equip children with the knowledge of what to do if the need arises. Excellent arrangements are established for outings including procedures to be followed in the event of a child becoming lost. Children learn to keep themselves safe on outings and have very good awareness of road safety.

Children are protected from harm because staff fully understand their role in child protection and are able to put appropriate procedures into practice if necessary. The manager and staff have attended various training events and have established a clear written policy to ensure parents are fully informed of their responsibility to protect children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children thoroughly enjoy their time at the provision and arrive happy and eager to participate. Staff create a stimulating and harmonious environment. They know the children well and are caring and sensitive to their needs. For example, they help new children to settle quickly and give them plenty of reassurance. Children have developed effective relationships with staff and each other and they feel safe, secure and valued. They develop a strong sense of their own self-worth. Younger children are developing their confidence and independence as they easily and spontaneously move around their play areas. Staff encourage children to follow their own interests and are on-hand to offer support and guidance when needed. Younger children freely explore a broad and varied range of age-appropriate activities as staff are effectively using the 'Birth to three matters' framework to plan these. Sessions are generally well paced and lively which helps to motivate children. However, on occasion free play sessions do not always fully engage the interest of all children. This results in some children not settling quickly to an activity and consequently they do not gain the most from the learning opportunities on offer.

Staff make very good use of the outdoor play area to give all children daily opportunities to get fresh air and engage in outdoor physical activities. Children develop their independence

and small hand skills as they put on their outdoor clothing. They squeal with delight as they run around in the open spaces and show excitement as they initiate their own games or join in with others. Children develop their understanding of the world around them as they dig in sand and pebbles and learn to care for plants and flowers. They display good co-ordination as they race around bikes and scooters and use the climbing apparatus and stepping stones.

## Nursery Education

The quality of teaching and learning is good. Staff have a very secure understanding of the Foundation Stage curriculum and how children learn. As a result, children take part in a range of stimulating and meaningful practical activities that help them to make good progress towards all the early learning goals. Regular observations and ongoing assessment enable staff to identify the next steps in children's learning and ensure children are sufficiently challenged. Staff make good use of snack and lunchtimes to engage children in discussion and extend their learning through questioning. Children have free access to an excellent range of play resources both indoors and outdoors which they are encouraged to explore, investigate and enjoy at their own pace.

Children confidently approach staff and seek help or assistance when needed. They have formed very good relationships with each other and staff and learn to play co-operatively during group activities. Children are well behaved and are polite and respectful. Many persevere for a considerable time on activities, such as role play and creative activities. They show pride in their achievements and enjoy showing their finished work to others. Through planned activities, children develop their awareness of their own culture and faith and those of other people. Children learn to take turns when speaking and listening and are beginning to sustain their concentration during group activities, such as circle time. All children spend time mark-making and some children write their own names independently. They have good opportunities to see and read their names. They benefit from seeing a wide range of words and labels displayed around the room which helps them to understand that print carries meaning. Children delight in using familiar road signs saying 'stop' and 'go' when playing outside to direct the flow of traffic. Children listen with interest to stories and have access to a wide selection of books. They frequently select books independently which they are keen to read alone or with an adult. Children enjoy using hand puppets to re-enact familiar stories or to make up their own scenarios. Children show a good awareness of letter sounds and names and can identify the initial letters in their own names and familiar words. Children confidently use number and can count accurately to at least 10. More able children are beginning to recognise some numerals. They are developing their awareness of addition and subtraction through number rhymes and practical activities, such as putting out cups and plates on the snack table. They use a wide range of vocabulary to describe size, shape and position. Children enjoy exploring different concepts, such as capacity and weight when playing in the sand and water trays. They fill containers and discuss if it is full or empty and learn about measuring ingredients when engaging in cooking activities.

Children observe change through activities, such as growing seeds and going on nature walks around the local area. Children enjoy visiting the local community and are developing their awareness of the different jobs that people do in society. Children talk with interest about their own lives and can recall past and present events. They are developing their awareness of the uses of technology and are able to independently use battery operated games and equipment, such as a tape recorder and torches. They enjoy a stimulating range of creative play opportunities which fully encourage them to use their imaginations. For example, children have access to a wide range of props in the home corner and frequently engage in role play games. For example, when playing outside a child used play equipment and containers to make a car. He then invited

other children to get in the car and delighted in explaining where they were going on their journey. They use their senses to explore different materials, such as dry and wet sand, ice cubes, play dough and 'gloop'. They experiment freely with a wide range of musical instruments and join in enthusiastically during group singing times.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are made to feel very welcome in the nursery. Staff work hard to develop positive relationships with parents to ensure that necessary information is received about the children so that they can be cared for appropriately and plans can be made to meet their ongoing needs. Every effort is made to ensure that any child who has additional needs is supported well and fully included in the nursery. Children gain a secure understanding of their local community and individual and national culture because they go out and about on regular visits, celebrate festivals, such as Easter, Saint's Days and Bonfire Night. They are sensitively introduced to differing cultures and faiths and learn to respect other people. This is done through planned topics to celebrate different festivals, such as Chinese New Year, Eid, Diwali and the Jewish New Year, and by having daily access to a wide range of resources which present positive images of diversity within society.

Children behave well because staff act as good role models. They are consistent in prompting children and praising them. They promote their self-esteem effectively by, for example, giving them responsibilities, such as being a 'special helper' and encourage them to think about others as part of their daily routine. Children learn to take responsibility and develop a strong sense of belonging as they work co-operatively as a group. They willingly help staff to tidy away toys and show care and concern towards others.

Parents receive lots of information through regular newsletters and by talking to staff on a daily basis. All policies and procedures are readily available to parents in addition to activity plans and relevant publications which parents may wish to look at. Excellent information regarding the development of younger children is provided by means of a 'celebrating achievement' book that includes lots of photographs with captions. This gives parents a clear insight into what their children do during the day and the progress they are making. Close attention is paid to any information received from parents to enable staff to provide effective continuity of care. Staff value what parents have to say and actively seeks their opinions through regular questionnaires. Parent representatives on the committee also have regular opportunities to meet and share their views. The partnership with parents and carers of children in receipt of funding for early education is good. Excellent information is displayed in the foyer to enable parents to gain a clear understanding of how staff deliver the Foundation Stage and the activities their child will be involved in. Parents are able to chat to staff informally at any time and also have opportunities to attend open days throughout the year where they can see and discuss their child's progress records. Parents have very good opportunities to become involved in their child's learning as they are given opportunities to share their comments about their child's development and learning at home and many parents also come in to the setting to assist with activities or to talk to children about their jobs or family celebrations.

## **Organisation**

The organisation is good.

The organisation of the nursery contributes effectively to children's well-being. Thorough procedures are in place to ensure all staff are recruited and vetted appropriately and induction and appraisal systems ensure the ongoing monitoring and support of staff. Staff attend regular training either by going on courses or attending in-house events to ensure their development and the needs of the nursery are met. The premises are used effectively to provide for the differing needs of the children, and the manager spends her time working directly with the children and staff. This enables her to monitor on an ongoing basis the quality of care received by the children, the needs and practice of the staff and the continuing suitability of the resources and environment. Staff work very well together as a team and clear rotas are in place to ensure appropriate supervision is provided at lunchtimes. All required records are in place and are very well maintained. These ensure children's health, safety and well-being is promoted effectively. Policies and procedures are reviewed regularly to reflect current legislation and practice in the nursery.

The quality of leadership and management is good. This ensures children receive good quality early education. The committee, manager and staff are very enthusiastic and committed to providing the best provision and learning experiences for children. They work very closely with local authority advisers and readily absorb any advice they are given. Play areas are very well organised to fully promote children's skills and development and staff are effectively deployed to support and meet children's needs both indoors and outside. The manager has implemented systems to monitor and evaluate the provision, including early education, and to identify areas for future development. However, action points are not sufficiently linked to the outcomes for children at present to fully support staff. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last care inspection one recommendation was raised. The manager who is the designated Special Educational Needs Co-Ordinator (SENCO) and the deputy SENCO have both attended appropriate training for their roles. This has helped to increase their knowledge and understanding of caring for and supporting children with additional needs.

At the last nursery education inspection one recommendation was raised. Staff have further developed planning systems to clearly show the role of the staff member in activities and the resources needed to support children's learning. Key workers ensure children's records of achievement are regularly reviewed and updated and information is used effectively to identify the next steps for children's learning. Children have time to interact with their peers and staff in smaller groups when sitting at the table at snack time, during planned activities and when participating in group activities with their key worker. This enables all children to develop their confidence and have opportunities to share their ideas with others.

## **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

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 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 children's individual needs are met, with regard to further developing free play sessions to ensure that all children are engaged and gain the most from the activities and learning opportunities.

#### **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):

- continue to develop systems to monitor and evaluate the provision to ensure areas for improvement focus clearly on the outcomes for children.

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](http://www.ofsted.gov.uk)