

# Widey Court Preschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	117247
<b>Inspection date</b>	30 January 2008
<b>Inspector</b>	Julie Wright
<b>Setting Address</b>	Widey Court ( off Trewithy Drive), Crownhill, Plymouth, Devon, PL6 5UB
<b>Telephone number</b>	01752 701187
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Widey Court Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Widey Court Pre-School opened in 1984 and is run by a committee of parents. The group operates in a purpose built, single storey building, located in the grounds of Widey Court Primary School. The premises consist of an entrance hall and separate cloakroom, one large and one smaller playroom, a separate kitchen, toilets and an office. There is an enclosed outdoor play area at the rear of the building.

The group is registered to provide sessional care for up to 26 children, from the term of their third birthday to five years. There are currently 57 children on roll, 46 of whom are in receipt of funding for nursery education. Sessions are available from 09.00 until 11.30 and 12.45 until 15.15, Monday to Friday in term time. The majority of children come from the local community. The pre-school supports children with learning difficulties and disabilities.

There are seven staff who work with the children, all of whom hold a suitable early years' qualification. The manager and one member of staff are currently working towards a degree, three other staff are working towards a level 3 qualification in childcare and education. The

pre-school receives support from the local authority development team. The group has achieved accreditation with the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health and welfare is promoted through the clear implementation of relevant policies and procedures. Accident and medication records are accurately maintained and all staff have current first aid qualifications. Children understand hygiene routines and independently wash their hands at appropriate times. They learn about health and dental care during the 'All about Me' theme. Tables are cleaned between activities, although food hygiene is not fully assured as children do not have individual plates at snack time.

Children enjoy sociable snack times, sitting together in small groups. First, they all sit together for singing time and then go in pairs to wash their hands. However, this means that some of the children have to wait some time before everyone is ready. Snacks include a variety of fresh fruits, raisins and cheese. They also reflect current events, for instance on pancake day and at Chinese New Year. Children develop independent skills as they pour their own drinks. Staff help children to recognise a variety of foods and they promote healthy eating. Children's individual dietary requirements are met well in the setting.

Children begin to understand the benefit and impact of exercise on their bodies. They feel their heartbeat change and notice that they become hot. They enjoy a variety of activities, indoors and out, which promote physical development. Staff provide resources and play opportunities to develop children's physical competence and hand to eye coordination.

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

The provision is good.

Children are cared for in a welcoming and child focussed environment. The premises are secure and well maintained. Play areas are clearly organised and provide children with stimulating activities. Children show interest as they confidently explore their surroundings. Evidence of their creativity is displayed around the setting, which promotes self-esteem. Toys and equipment are in good condition and used well to encourage learning. For example, staff ensure that all activities are well resourced and purposeful.

Children learn about safety in topics and everyday situations. During the theme 'People who help us' visitors come to the setting to talk to the children. This includes the lifeguard in respect of safety in the water. Safe boundaries are set and children understand about being careful as they move around. Staff attend fire awareness training and help children to become familiar with the evacuation procedures. They practise the fire drill regularly, although minimal details are recorded as a fire log. Detailed risk assessments are completed to identify and minimise hazards for children.

Children's welfare is safeguarded as staff have a clear understanding of child protection procedures. Staff attend appropriate training to ensure that their knowledge and awareness is up to date. Parents receive information about the safeguarding policy and the responsibilities to protect children.

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

The provision is good.

Children are very happy and well cared for in the pre-school. They have good relationships with staff and form friendships with each other. Children feel confident and secure, showing pleasure as they arrive. The daily routine provides a balance of free play and more structured activities. Staff carefully explain to children what they have planned for the session and suggest what they may like to do. Children make independent choices and play very well together. For example, they sit with a friend and select books to look at, using puppets which link to a story. They play imaginatively, either in the 'home corner' or as they move around the larger room. Children take a keen interest and willingly join in the activities available.

### **Nursery Education.**

The quality of teaching and learning is good. Staff plan a wide range of activities to promote all areas of learning. They have a secure knowledge and understanding of the Foundation Stage curriculum and children's development. Staff interact very well with children, gently encouraging their learning in play. For example, they extend children's thinking by asking open questions. This helps children to think about consequences, or to solve simple problems. Staff make observations and assessments of children's development, although they do not consistently identify the next steps. Planning tends to be for groups of children and does not clearly link with individual development. Children have opportunities to consolidate learning, for example, they play with dough at a table and then go to the role play area. They play 'shop' as they put their dough buns into bags and then pretend to sell them.

Children develop good communication skills in the setting. They listen carefully to staff at circle time, making contributions to the discussions. They talk about the day of the week, the weather and what they plan to do. Children have great enthusiasm for familiar stories and take an active part in telling the story. Staff take the opportunity to encourage children to think about feelings and emotions. Children learn to recognise their names and that print has meaning. They link letters to sounds, such as when they sing and sign the initials of their name. Children have opportunities to write independently and spontaneously, for instance, in a diary in the role play area.

Children use mathematical language in many activities. They count, calculate and learn about numbers in general play. For example, they use pretend money and talk about amounts in the 'shop'. They play ring games, involving adding and taking away. Staff give clear visual prompts to help children understand, for instance, they use their fingers to 'count down' minutes and explain time. Children learn concepts, such as shape, size and capacity, making comparisons as they play.

Children have a wide variety of opportunities to consider how things work. They freely investigate resources as they play, examining toys with interest. Children enjoy using the computer and other programmable toys. Resources reflect everyday technology, such as the microwave, tills and telephones. Children plant bulbs and sunflower seeds and begin to understand nature and growing. They enjoy nature walks, bark rubbing and learning about animals. Interesting play materials provide new experiences for children, for example, porridge and corn flour. Children consider processes in weekly baking sessions, such as when they make a batter mix for pancakes. They become aware of different cultures and languages as staff introduce counting to five in European and Chinese language. Staff provide an atlas and posters of maps to reflect other countries. Children develop a knowledge and understanding of their world.

Children move around with confidence and show a good sense of space. They form circles or lines when asked and understand boundaries. Planning for outdoor play includes all areas of learning and promotes physical skills and coordination. For instance, children make marks with chalk or water and paint brushes. They enjoy taking part in team games, such as 'sports day' races. Children develop good control as they manipulate malleable materials, cut with scissors and use writing materials.

Children express their creativity as they freely access the activities available. They enjoy squiggling their fingers in the paint on a table, making patterns and prints. They use construction toys and proudly show their 'beautiful butterflies and flowers'. Imaginative play areas are used well, as children confidently select dressing up clothes and take on roles with their friends. Children sing with enthusiasm and enjoy regular music and movement sessions. Overall, children make good progress towards the early learning goals given their capability and starting points.

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

The provision is good.

Children's individual needs are effectively met in the pre-school. Regular discussions and good record keeping ensure consistent care for them. A clear equal opportunities policy is implemented well in practice. Children develop positive attitudes and become aware of diversity. For instance, they develop awareness of similarities and difference in society. Planning includes a variety of events and annual celebrations. Staff promote inclusion and ensure additional support to children's learning and development.

Children are very well behaved and respond positively to staff. They understand the routines and expectations of behaviour. For example, they recognise the music which prompts 'tidy up time' and rush around, busily helping. Staff act as good role models, reminding children to be careful and to be aware of others. Children are cooperative and constructive in their play. They develop confidence and self-esteem in the care of the staff. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff promote positive working relationships with effective communication systems. They provide information on the notice boards, in the policy file and in newsletters. Parents are told about forthcoming activities and events and their contributions are welcomed. A popular fund raiser is to buy discs of the children's Nativity songs and performance. Parents are involved in children's learning through the library service. Children also enjoy bringing items from home which link to a current topic. A parents evening is held each term to discuss their child's progress. They see the observation and assessment files but do not formally contribute to these. Parents are invited to join the committee and to take part in the parent helper rota. Staff occasionally seek parent's views on the provision through a questionnaire. At inspection parents provide very positive feedback on the quality of care.

### **Organisation**

The organisation is good.

Children benefit from the consistent care of a very well organised staff group. There is an established team who work efficiently together. Staff provide a stimulating environment and are clear about their roles and responsibilities. Clear procedures are in place to ensure that children are cared for by suitable persons. Comprehensive policies promote the health, safety

and welfare of children. Records and documentation are clearly organised and maintained in good order.

Leadership and management is good. Staff monitor and evaluate their provision and effectiveness of education in regular meetings. Sessions and activities are reviewed each day so that that staff can make any adjustments to the benefit of the children. Team meetings and staff appraisals identify training needs and areas to develop. Staff devise clear action plans in order to continually improve. For instance, they are currently developing outdoor and heuristic play. They attend relevant courses and demonstrate a commitment to professional development. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to ensure that the committee members are clear about their roles and responsibilities in supporting the pre-school and monitoring the standard of care provided. The chair person now regularly visits the group and has responsibility for staffing and management. Job descriptions have been devised to define roles and responsibilities of committee members. These actions result in improvements to the organisation of the setting.

At the last nursery education inspection the key issues were to record observations and assessment of children's learning and to use these in planning, in order to extend children's progress. Also, to develop effective liaison and involve parents in children's learning. Since then staff have developed the procedures to record observations and assessment of children's learning. They hold parents evenings each term to discuss the children's progress.

### **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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### **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):

- improve the organisation of snack time for children and ensure good food hygiene practice

- ensure that sufficient details are recorded in a fire log record in order to assess and review the effectiveness of the drill.

### **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):

- further develop children's records of development to clearly identify their next steps and link with planning for individual progress
- provide opportunities for parents to make contributions to children's on going observation and assessment records.

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