

Woolston Community Pre-School II

Inspection report for early years provision

Unique Reference Number	148862
Inspection date	04 October 2007
Inspector	Alison Large
Setting Address	Woolston Infants School, Florence Road, Woolston, Southampton, Hampshire, SO19 9DB
Telephone number	023 8068 5202
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Registered person	The Trustees of Woolston Pre School II
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?

Woolston Community Pre-school II is one of two committee run pre-schools. It opened in 2001 and operates from a room in Woolston Infant School in the Woolston area of Southampton. It serves the local area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:30 and 12:15 to 14:45 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 58 children from two years nine months to five years on roll. Of these, 39 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs seven members of staff. Of these four hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene and are developing their self-care skills effectively through daily routines and discussions, for example, children are encouraged to wash their hands at appropriate times, including snack time. The relevant paperwork is in place and shared with parents where necessary to keep them informed of any accidents that occur in the setting and staff hold first aid qualifications, which enables them to care for the children appropriately.

Children's dietary needs are well catered for, they benefit from a selection of healthy and nutritious snacks. Their independence is promoted well during snack time, as the children are encouraged to pour their own drinks, and are also able to access drinking water throughout the session.

Children have ample opportunity to develop their large muscle skills during their play. Children have good control and co-ordination when riding wheeled toys and are developing an understanding of spatial awareness, as they avoid collisions and watch where other children are playing. They enjoy their play in the outside area and have a good variety of equipment available to them. However, daily routines do not provide flexibility to enable children to use the outside play area throughout the session. Children have good hand to eye co-ordination as they throw and catch balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a wide range of equipment and resources suitable for their age and stage of development. The resources are clean and well-maintained, providing a safe and healthy environment for the children. However, children have few opportunities to self-select activities and resources of their choice, limiting the opportunities to develop their independence effectively.

Children's safety is promoted well because the whole staff team are vigilant and procedures are in place to protect the children. The outside area is checked daily to ensure it is safe prior to the children going outside to play. The entrance door to the building is kept locked during the session and all visitors are required to sign in and out, showing an accurate record of everyone who has had access to the pre-school. Children are learning to keep themselves safe through daily discussions and routines, for example, they know they must not run in the main room because they might fall and hurt themselves. However, the emergency evacuation procedure is not practised regularly, which means children are unsure of what to do should an emergency arise. All staff have an understanding of the pre-school's child protection procedure and are aware of their roles and responsibilities. All the required documentation and procedures are in place to ensure the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school. They arrive happily and quickly settle into the daily routine. The staff team are enthusiastic and take pride in their work and set out a range of

interesting and exciting experiences for all the children. Staff get to know the children well, they talk to the children throughout the session, helping them to become skilful communicators. Children are free to explore the resources set out for them and experiment during activities, building their confidence and helping them to become competent learners as they fully develop their curiosity in a safe and exciting environment.

Nursery Education

The quality of teaching and learning is good. All staff have a good understanding of the Foundation Stage. The manager monitors the staff to ensure all children's files are being completed regularly and are up-to-date. However, no written evaluations are made of the daily planning and the planning does not make clear how staff allow for differentiation within the activities, providing the more able children's learning to be fully extended, while effectively supporting other children to achieve the learning intentions. Staff continually talk to the children, encouraging them to think about what they are doing. They ask open-ended questions and offer suggestions to gently direct the children to activities. Children benefit greatly from the interaction with the experienced staff team because activities are innovative and practical, allowing the children hands on experience of new things. For example, at the inspection, the children were investigating colours and painting butterflies to find out what happens when you mix the colours together.

Children are confident and speak openly in groups, asking questions and showing curiosity in all they do. Children's spoken language is developing well. They are able to clearly explain their ideas and share their thoughts and feelings openly as they negotiate with each other during free-play. Children have ample opportunities to practise their emergent writing for a variety of different purposes. Some children are beginning to write their names and form recognisable letters on their own work.

Children count confidently at every opportunity and are able to recognise numerals displayed around the setting. They use mathematical language to describe shape, position, quantity and size during practical activities and free-play. However children have few opportunities to develop their calculating skills. They are not encouraged to consider simple number problems as a regular part of their play. Children have opportunities to explore their surroundings. They have access to a computer, they use the mouse and keyboard with confidence and become familiar with the programs on offer.

Children recognise the changes to their bodies after physical activities, asking for a drink if they are thirsty. Children's small muscle skills are developing well as they access a wide range of resources and use their imaginations effectively during art and craft activities. Children enjoy one another's company as they play, for example, a group of children chat with one another as they play on the Fantasy Cube, using their imaginations and telling a staff member what they are playing.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. All children have equal access to the resources and staff time. Daily routines are effectively organised to ensure children have time to play independently, and in small and large groups, building strong relationships. Staff take the time to get to know the children and their families well, enabling them to meet the children's individual needs. Children are beginning to show consideration for others, for example,

sharing the resources with little or no encouragement. They are beginning to develop an understanding of the world around them and have access to a range of multi-cultural resources. They fully participate in a wide selection of practical activities and planned topics.

The setting supports children who have learning difficulties and have a positive approach towards meeting the needs of all children who attend. Clear policies and procedures are in place and are implemented effectively by the whole staff team. A member of staff is the special needs co-ordinator, she has not yet completed training but is supported well by the SENCO from the sister pre-school who has a clear understanding of the role and responsibilities. The manager and the staff work closely with the parents, to ensure a consistent approach with the children's home life and the setting and liaise effectively with other agencies. Children's behaviour is generally good, clear rules and boundaries are in place so the children know exactly what is expected of them in all areas of the pre-school. Staff are good role models for the children, they actively listen to the children and respond well to their needs. They are polite to the children, often thanking them for their help and recognising their efforts, however small. This builds the children's confidence and self-esteem effectively, making them feel valued and respected as part of the group. Children benefit from the strong relationships between the staff team and the parents. Parents are able to talk to the staff at the beginning and end of each session, sharing general information.

Partnership with parents is good. Parents receive good quality information about the pre-school and the curriculum. Parents have access to their children's records of achievement at any time on request and they can talk to their children's key worker before or after the session if needed. The children's progress records are well-maintained, they are easy to read and understand, showing a clear picture of how the children are progressing through the stepping stones towards the early learning goals.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff organise the daily routine well to ensure the children are occupied and engaged throughout the session. Sessions run smoothly and staff deployment is effective, ensuring ratios are well-maintained at all times. Children are well supervised and supported throughout the session, enabling children to feel secure and able to build trusting relationships.

Staff have a clear understanding of their roles and responsibilities and implement policies and procedures consistently, promoting the children's health, safety and general well-being effectively. Children are protected because robust recruitment and vetting procedures are in place. The manager and committee are fully aware of their responsibility towards safeguarding the children by ensuring all people working with the children are suitable to do so. Most paperwork and documentation is well-maintained, accurate and detailed, although, some information displayed for parents is not always up to date and accurate.

The leadership and management of the setting are good. The manager and the committee play an active role in the pre-school. Clear roles and responsibilities are defined, enabling the pre-school to operate smoothly for the benefit of the children and their families. Staff training needs are discussed and the manager is pro-active in further improving and developing the knowledge and understanding of the staff team. Staff all share in the planning, however, written evaluations of the session does not take place, and planning does not demonstrate how all activities can be differentiated for less and more able children. The whole staff team are

extremely committed to continually improving and developing the quality of care and education for all children. They are highly motivated and enthusiastic, participating fully in all the activities and enjoying their time with the children, making the children's time in the pre-school fun.

Improvements since the last inspection

At the last inspection the pre-school were asked to ensure confidential records of all accidents are written in accident book; to ensure written permission for emergency medical treatment is obtained for each child; and to ensure all children and adults present are checked during fire evacuation. Since the last inspection the group have ensured that accident records are kept confidential, permission to seek emergency medical advice and treatment is now on the registration forms, so parents sign when their child starts at the pre-school. Staff are aware of what documentation to take with them when conducting a fire drill to ensure everybody is checked during the procedure. This ensures the welfare of the children is protected.

At the last Nursery Education inspection the pre-school were asked to provide further opportunities for children to achieve independence during regular routines; to provide opportunities to encourage children to link sounds and letters, extend their vocabulary, attempt writing and attach meaning to written text; to further develop staff understanding of how children learn through planned activities to ensure that the learning intentions are achieved; and to evaluate the educational provision to inform future planning. Since the last inspection the group have worked hard to ensure most of the recommendations have been met. Children's independence is encouraged throughout the session, and children have many opportunities to develop their writing skills and recognise letters. Staff are aware of how children learn through the planned activities provided during the sessions, however written evaluations of the planning are not carried out, so this has been made a recommendation at this inspection.

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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the emergency evacuation procedure is practised regularly to ensure staff and children are familiar with the procedure to follow in the event of an emergency
- review flexibility of existing routines to ensure children are able to have some free choice of activities and more access to the outside play area

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):

- develop the evaluation of the planned curriculum and activities, to demonstrate how activities can be differentiated for less or more able children ensuring sufficient challenge is provided
- provide more opportunities for children to develop their calculating skills through play based opportunities and daily routines, helping children develop an interest in number problems

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