

# Witheridge Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	106398
<b>Inspection date</b>	30 November 2007
<b>Inspector</b>	Carol Cox
<b>Setting Address</b>	Fore Street, Witheridge, Tiverton, Devon, EX16 8AH
<b>Telephone number</b>	(01884) 861092 school 861784 group
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Witheridge Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Witheridge Pre-School operates from its own building within the grounds of Witheridge Primary School and serves families from Witheridge itself and surrounding villages. The pre-school is managed by a voluntary committee. It was established in 1992 and a maximum of 20 children aged three and four years may attend at any one time. The pre-school is open every week day from 08:55 to 15:25 with an optional lunch club from 12:00 to 13:00 during school terms. Children share their own garden area for outdoor play and have use of rooms within the school.

There are currently 25 children aged three and four years on roll. Of these, 23 receive funding for early years education. The pre-school has experience of supporting children with learning difficulties or disabilities.

The pre-school employs four staff. All the staff, including cover and relief staff, have appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is well promoted through clear policies and procedures which are shared with parents. For example, children are protected from the spread of infection through clear exclusion policies. Most staff have current paediatric first aid certificates and are able to offer good care, should children have accidents. There are sound procedures in place to ensure the safe administration of medicines and to record any medication needs of children. However, although parents give written consent and guidance for staff to administer medication they do not sign to confirm records of medications administered.

Children have many opportunities to enjoy fresh air and physical exercise. The covered play area offers children opportunities to play outside in all weathers. Children enjoy riding bicycles, climbing and sliding and playing with sports equipment. Their physical development is further enhanced by daily opportunities to join in music and movement sessions with the reception class in school. This also helps prepare children for moving up to school and promotes their well-being and confidence through forming good relationships with teachers and children already in school.

Children enjoy a variety of healthy and nutritious snacks and drinks. Children learn to serve themselves from a good choice of food and drink at café time. They choose and pour their own drinks and happily munch through fruit and savoury snacks. They enjoy bringing lunch boxes to lunch club and have many opportunities to taste and learn about food from well planned activities. For example, children enjoy tasting sessions and vegetables in the garden. Staff work closely with parents to identify any particular food needs and there are careful procedures in place to ensure children's needs are met.

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

The provision is good.

Children enjoy the freedom to learn and play in a safe and secure environment because staff have a good understanding of safety issues. Staff conduct annual risk assessments and make daily checks to ensure that the premises, activities and outings do not present hazards for children. Children are safeguarded effectively in case of emergencies or fire through clear procedures and regular fire drills. However, not all staff and children have the opportunity to take part in fire drills. There is a good range of resources, tools and equipment which children are free to access.

Children are well protected by good procedures, such as the collection policy which requires parents to authorise and identify those allowed to collect. There are clear policies in place to ensure children's safety when on outings, although some procedures lack details of relevant contact details for other agencies. All visitors to the premises are asked to identify themselves and sign the visitors' book.

Children's well-being is further safeguarded because staff ensure that their knowledge of child protection procedures is current. Staff understand the need to record all concerns about children and share this information with parents, they have good relationships with other professionals and offer support to families. Staff are proactive in encouraging children to learn about keeping

themselves safe. For example, when reading the story of Little Red Riding Hood staff talk to children about stranger danger

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

The provision is good.

Children make good progress at the pre-school because staff have a sound knowledge of how to help children settle and become confident. Staff have a confident knowledge of the Foundation Stage curriculum and how to help children learn. Children start at the pre-school in the term after their third birthday, most progress into the reception class at the adjacent primary school.

#### **Nursery Education**

The quality of teaching and learning is good. Children make good progress in all areas of learning because staff have an effective working knowledge of the Foundation Stage curriculum. Key workers observe children's progress and record achievements in clear learning profiles. However, these records are not always maintained clearly, consequently, staff do not always know how to extend children's next steps in learning. Staff are currently reviewing the system to record observations and link these to stepping stones and achievements within the Foundation Stage framework. All staff are involved in planning for learning and ensure that every area of learning is addressed. Staff have a good knowledge of the Foundation Stage curriculum, for example, a junior member of staff clearly described how each area of learning was addressed through the Christmas cake activity the children were engaged in.

Children are happy and confident and enjoy choosing their own resources and making up games. Children show good creative skills in their role play. For example, children have recently visited the local fire station and enjoy recreating their experiences in the role play corner. They have made a fire engine, complete with flames, and use the climbing frame ladders to put out fires. Children develop their speech and language skills through close interactions with staff and enjoy the stimulation of joining older children in the music and movement sessions in the primary school. They explore and experiment with different materials and have opportunities to extend their physical skills.

Children have many opportunities to observe the natural world. For example, children regularly visit a local wood to observe the changes brought about by different seasons. They grow flowers and vegetables in their garden and enjoy tasting different foods. Staff take children on walks to investigate their village and use the opportunity to notice different shapes in buildings.

Children are beginning to write their names and most recognise their names at café time and during the day. Staff promote and support learning by using changing shapes and colours of name cards to encourage children to look carefully at the patterns their names make. They use mark making for a purpose in meaningful activities and choose from a wide range of brushes and pencils. Staff help children use mathematical language in everyday situations, such as describing comparative size and position when building with different materials and making number lines to show number recognition and sequencing.

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

The provision is good.

Staff use their good knowledge of the children's needs and interests to promote their development. Children learn to value differences between people through celebrating festivals from other cultures in relevant activities. For example, during the autumn term children celebrated Diwali, during the spring they made a dragon to celebrate Chinese New Year and at the moment they are busy preparing for Christmas celebrations. Children who have learning disabilities or difficulties are very well supported by knowledgeable staff who work closely with parents and other professionals to identify and meet the needs of each child.

Children generally behave very well and show care and consideration for each other. For example, although older children run around during energetic games they are aware that they need to look out for younger or smaller children. Children understand the simple rules and learn how their behaviour may affect others through gentle explanations by staff. They have respect for their playroom and happily help tidy away after activities.

Partnership with parents is good. Parents are welcomed as valued partners in their children's care. Staff work to build relationships to ensure consistency of care and provide clear written and verbal information about the provision. Staff offer opportunities for parents to contribute towards their children's learning. For example, several fathers who are part-time fire-fighters organised a trip to the fire station. Parents are invited to share in the settling-in process and are reassured when they see their children happily joining in activities and reluctant to go home early. Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Staff are well qualified and attend regular training to ensure their practice is current. The environment is well-organised and staff plan effectively to rotate resources which are made easily accessible to children. This encourages children to become independent and make choices about their learning. Children are well supported by high levels of staffing; qualified staff are available to offer cover when needed. There are clear policies and procedures in place to help children settle and keep them safe, however, some policies lack contact details for relevant agencies and support services. All necessary documentation and records are in place and are shared in confidence with parents.

Leadership and management is good. The committee provide good support for staff and are active in organising fund raising and social events. There are robust systems in place for the recruitment of staff and to check the suitability of people working with the children. A staff appraisal system offers opportunities for staff to identify areas of strength and training needs. The committee support the staff appraisal system and actively encourage training to ensure knowledge and practice is current. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the pre-school was asked to address the following recommendations: ensure that policies and procedures contain sufficient detail, particularly those for child protection and lost children; and establish a system for the recording of medication. Policies and procedures have been reviewed and meet current guidance, however, some policies do not

yet list relevant contact details for other agencies. A system for recording medication has been established and clearly details parental guidance and consents.

### **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 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):

- ask parents to sign records of medication administered to children
- include relevant contact details in policies and procedures

#### **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 the system to record observations of children's achievements, assess their progress and identify next steps in learning
- develop the use of children's assessment records when planning for future 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](http://www.ofsted.gov.uk)