

Horfield Welly Pre-School

Inspection report for early years provision

Unique Reference Number	106985
Inspection date	13 March 2008
Inspector	Valerie Anne Curotto
Setting Address	Horfield Parish Church Hall, Wellington Hill, Horfield, Bristol, Avon, BS7 8ST
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Registered person	The Trustees of Horfield Welly Playgroup
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Horfield Welly Pre-school operates from the hall of the parish church in Bristol. It serves families in the local community which includes Horfield, Westbury-on-Trym and Henleaze. It is managed by a voluntary committee which includes parents of children attending. The group opens four mornings a week, Tuesday to Friday, during term time. Sessions are from 09.30 to 12.00 hours and take place in the main hall and a smaller room to the rear of the building. Children also have access to an enclosed outdoor area, adjacent to the hall. There are currently 39 children on roll, of whom 29 receive funding for nursery education. The setting has experience of supporting children with special needs and receives support from local authority. A team of five staff work with the children, three of whom have appropriate teaching and early years qualifications. Parents on a duty rota offer additional support at each session. The setting is registered to care for up to 24 children aged two to under five years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are encouraged to become independent in toileting as staff provide steps and additional resources to help them access facilities. Children are reminded to wash hands before snacks to promote hygiene within the setting, although routines at other times are not as effective. Children's nutritional needs are met as the snack bar offers children a range of healthy foods, including fruit and wholemeal toast each session. Children choose when to have a snack during the time it is available and staff offer prompts to those busily playing. In addition, drinking water is readily available at other times to promote their health.

Children benefit from regular activities which promote their health and physical development. They balance along raised blocks and scramble through tunnels as they negotiate an obstacle course in the hall. They enjoy music and movement as they slither like snakes across the floor. Children have opportunities to go outside in the fresh air during free play sessions in addition to structured activities, such as parachute games. Appropriate accident and medication records are maintained to promote children's well-being and information is readily shared with parents to promote the health of all children. For example, current ailments within the group and exclusion periods for sickness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safeguarded as the premises are secure and staff monitor entry effectively. Detailed written procedures and everyday routines ensure areas used by children are well maintained. For example, staff undertake rigorous daily checks which protect children from potential hazards in the garden. A screened area is available for the safe storage of bags, buggies and other items which parents may leave in the hall to prevent risks to children. Children develop a good understanding of the boundaries for safe play as these are discussed at circle time each day and children often contribute their own ideas. Children learn to negotiate the stairs to the smaller room safely as staff reinforce expectations and encourage children to take their time. The setting has a comprehensive child protection policy which is shared with parents and all staff to safeguard children.

The large hall is set up attractively each day before children arrive and a wide range of equipment is available to support their development. Children have space to safely negotiate their way around the table top and floor activities put out for them. This includes a comfortable book corner where they sit and look at books independently during free play or as a group at other times. Children use physical play equipment safely away from other activities in the hall as available space is organised well. Children responsibly access creative materials, such as scissors, paints and sticky tape to develop their ideas as they play. Resources are organised well in a cupboard off the hall which supports effective rotation each day to meet children's developmental needs.

Helping children achieve well and enjoy what they do

The provision is good.

Children play in a relaxed and friendly atmosphere. They confidently access resources laid out for them on arrival as some show their parents what they are going to do. Children benefit from

a good combination of free play, focussed small group activities and larger group time. Large group time brings children together for shared stories and reminders about expectations and caring for others. Here, they also develop useful communication, listening and language skills. During free play, children cooperate together as they build a train track or engage in sustained imaginary play in the garden shop. They fill watering cans and comment if they put too much in it will 'look like a lake'. Children share their spontaneous snowflake making skills with staff while others roll and cut play dough as they observe the 'sparkly' glitter inside.

Children develop their creative and sensory awareness with a range of activities and materials which provide new experiences. They explore the properties of oats, sand and cornflour paste and discuss which flower has a stronger smell from the hyacinths and daffodils out on tables. They are encouraged to try and comment on new tastes, including pancakes and noodles during themed activities. Children enjoy action rhymes and singing songs together. They beat rhythms on drums and shake instruments during free and structured activities. Children relate warmly to staff and share details from home as they play alongside them.

Nursery Education

The quality of teaching and learning is satisfactory. Children are content and generally well occupied as planning offers a variety of experiences during structured, small group time and a wide range of opportunities during free play. Small group activities are thoughtfully planned with clear learning outcomes and are linked well to weekly themes. However, children's interests and individual learning goals are not yet incorporated into planning and a new assessment system is not fully developed. As a result, some children do not sustain interest in group activities and at times lack purpose and challenge during free play. The newly established staff team continue to develop confidence and consistency in these areas and small group size for focussed activities allows for spontaneous support and extension for children.

Resources are linked well to provide meaning for children within the weekly themes. Books, posters and the role play area reinforce themes from structured activities which children use independently. For example, seed packets and plants in the garden shop promote their understanding of growth cycles and what plants need to grow. Small group activities are rotated across the week to include children with different patterns of attendance. An equipment rota is used to ensure resources put out each day systematically support all six areas of children's learning, including problem solving and use of everyday technology, such as simple computer programmes. Children's independence is fostered well and they continue to develop skills in self selection of creative materials.

Helping children make a positive contribution

The provision is good.

Children settle well on arrival as they separate in their own time from their parents. They are familiar with the routine as they recognise their name cards, hang up their coats and place fruit contributions in a basket. Children are valued as they are greeted individually by staff and later acknowledged well as they respond in their own way to the register. As a result, children develop a strong sense of belonging and self esteem. Staff have a good awareness of individual children's needs as records are maintained appropriately about their individual health and medical requirements. In addition, staff availability and informal discussion with parents promotes the regular exchange of information about their children. Children with additional needs are readily included in activities as resources, such as visual aids and individual staff support are in place to support them effectively.

Children respond well to staff and effective strategies are in place to gain their attention and reinforce expectations appropriately. An awareness of 'walking feet' and 'listening ears' is gently but firmly reinforced to promote children's well-being. Children learn to take responsibility as their efforts to tidy up are acknowledged and praised. Independence is encouraged in toileting and self care, such as putting on their coats and choosing when to have a drink. As a result, children become aware of their own needs, such as when they are thirsty or cold. Children develop a good understanding of diversity through fun activities and meaningful topic work. They make animal medallions for the Chinese year in which they were born and use multi cultural resources, such as puzzles in everyday activities. Children become aware of the world around them through visitors to the setting and role play, such as using money in the garden shop. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Newsletters and other communications have kept parents informed of recent staff changes within the setting and a daily whiteboard display contains useful information. Parents have an opportunity to be directly involved in their children's care on a rota basis each session. Arrangements for involving parents in their children's learning are being developed and a recent questionnaire has sought feedback on the setting. While systems are not yet in place to routinely share children's learning diaries, parents are made aware of them and weekly learning outcomes have begun to be prominently displayed.

Organisation

The organisation is satisfactory.

Appropriate recruitment and induction procedures are in place to promote the suitability of staff and children's welfare within the setting. Informal discussion between staff and duty parents before each session ensures adults are clear about their general responsibilities. Parents are used effectively on a rota basis to provide additional support for children's safety outdoors and domestic duties. These include the setting up and clearing of the hall each day. A wide range of written procedures are in place to support children's care. These continue to be developed as some do not yet reflect practice within the setting or are not fully developed. For example registration arrangements and the special needs policy. Secure storage is available for documentation which is generally well organised.

Leadership and management is good. The setting has experienced a significant number of staff changes in recent months which has had a limited impact on organisational issues. The newly established team is enthusiastic, with a strong commitment to the continued development of the provision. Appropriate support is available from the local authority and is being accessed effectively by the setting, for example, to develop children's assessment records. The new playleader provides a positive role model to staff and has a good understanding of curriculum planning. As a result, provision of nursery education is developing well and children continue to make sound progress across the Foundation Stage. The setting is able to identify other areas for development which include use of the outdoor area and provision for staff training, in areas such as child protection and the Early Years Foundation Stage. The existing management committee have provided good support to staff during this transition period and roles and responsibilities within the committee are clear. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Good progress has been made regarding recommendations from the last inspection to improve outcomes for children's care and education. Written procedures have been developed to include

a detailed and supportive induction programme for new staff and procedures to follow if a member of staff is accused of child abuse. Planning of learning outcomes and evaluation of activities to promote children's progress through the Foundation Stage is now in place, particularly for small group work each session. While this is not done as effectively for children's free play, staff roles and the consistency of support for children continues to develop as the new team establishes itself.

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):

- continue to review and develop written procedures to reflect practice and further support children's care
- continue to identify staff training needs to support their development

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):

- consolidate use of children's assessments to impact on planning for individual children's learning
- develop planning to further promote learning outcomes during free play
- continue to develop arrangements for sharing children's assessments with parents and involve them further in their children's 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