

# Warnham Pre-school

Inspection report for early years provision

---

<b>Unique Reference Number</b>	113811
<b>Inspection date</b>	29 February 2008
<b>Inspector</b>	Ann Moss
<b>Setting Address</b>	Village Hall, Hollands Way, Warnham, Horsham, West Sussex, RH12 3RH
<b>Telephone number</b>	07951 085600
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Warnham 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?

Warnham Playgroup was registered in 1991. It is a voluntary organisation, which is run by a parent committee. In the year 2005 the name changed to Warnham Pre-School. It operates from the village hall in Warnham and serves the local area. A maximum of 24 children may attend the session at any one time. The Pre-School is open Monday to Friday from 09:15 to 12:15 daily (Tuesdays 09:15 to 12:45). The Pre-School operates during term time only.

There are currently 44 children aged from two to under five years on roll. Of these, 20 children receive funding for nursery education. The Pre-School makes provision for children with learning difficulties and/or disabilities and also who speak English as an additional language.

The Pre-School employs eight members of staff. Of these, two hold appropriate early years qualification and three are working towards a qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children play in a clean, light and airy environment. They learn to follow good hygiene practice and to protect themselves from germs as staff talk to them about washing hands carefully after visiting the toilet, demonstrate how to use anti-bacterial hand lotion before eating food and offer gentle reminders to put used tissues in the bin. Children learn to dress appropriately for the weather and put their coat and hat on to play outside when cold.

There are good systems in place to care for children who are ill. Staff are trained in first aid and have use of specialist equipment. They have appropriate permissions and records in place regarding the administration of medicine to children. Staff keep records of all accidents to children, which are shared with parents. There are clear policies and procedures in place about children who are sick or have infectious diseases and these policies are shared with parents before admission, protecting others from the spread of infection.

Children learn about healthy eating through their daily activities and well planned topics. For example, a 'rolling snack' programme ensures children have access to drinks and healthy snacks such as a variety of fresh fruit, savoury snacks and breadsticks throughout the session. Children manage their own lunch boxes very well, eating items in a healthy eating order such as sandwiches before yogurt or fruit. Staff sit with children to ensure they eat at their own pace creating a comfortable and sociable experience.

Children enjoy plenty of robust physical exercise and fresh air. They use the outdoor area with gusto and have good control of their bodies. Children confidently use a wide range of large and small equipment. For example, some ride tricycles and scooters. Children manipulate different consistencies such as peat and dough. They use large and small paint brushes and rollers and in imaginative play they 'paint the fence'.

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

The provision is good.

Children and parent/carers gain a sense of belonging as staff create a welcoming and friendly environment with children's art work, posters and photographs displayed for their enjoyment. Staff organise space very well enabling children scope for free movement, well spread out activities and offer 'free flow' access to an outdoor learning environment. Children use a wide range of toys and equipment that are of good quality and safe. These support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the range of children attending.

Children are kept safe through the effective procedures in place, such as risk assessments of the premises and outings and safety equipment. The security of the premises is very good ensuring unwanted visitors can not gain access. Staff deployments is effective and ensures children are well supervised at all times. Children learn to take responsibility for keeping themselves safe as they ride tricycles and scooters and practise fire evacuation procedures, which are clearly documented.

Children receive protection from possible abuse or neglect through staff attending child protection training and having a good awareness of the possible signs for concern. Parents receive information about the pre-schools child protection procedures and staff record all

existing injuries. Staff agree collection procedures with parents, such as sharing a password when another adult collects them. This safeguards the children's welfare.

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

The provision is good.

Children arrive happy, eager with excitement and some run to their favourite activity. They show enthusiasm for all activities and resources and quickly become absorbed in their play and learning. Staff plan a wide range of child initiated, play based activities and experiences that allow them to explore and investigate naturally, using all their senses. For example, they freely use peat, water and paint and have opportunity to examine a variety of different materials and textures such as pasta, dough, card and tissue. There are good opportunities for children use their imagination in various ways such as art and craft, although these are sometimes over adult directed and have a pre-determined out come. This impacts on children's ability to express themselves freely. Children become engrossed as they negotiate and organise when playing imaginatively in the role play area. They dress up to represent their experiences such as a fire fighter or a tap dancer. Staff actively encourage children to take the lead within their play, make decisions and choose what they want to do. As a result, children become capable, confident and self-assured. Children form excellent relationships and friendships, welcome others involvement within their play, and show interest in what their friends are doing and making. As a result, children play together cooperatively and in harmony. Children approach staff confidently for support or reassurance and this enable the children to feel very secure and settled.

Staff make regular observations and record achievements in children's profiles that are based on the Birth to three matters framework. This helps the staff to plan for each child to ensure their play, learning and developmental needs are met and to ensure a smooth transition through the Foundation Stage curriculum towards the Early Learning Goals.

### **Nursery Education**

The quality of teaching and learning for children receiving nursery education is good. Children participate in a broad range of practical activities which contribute well to their all round development. Staff set out activity areas and resources to provide a stimulating start to the week, creating an environment, indoors and outdoors, which supports opportunities for learning in all areas of the Foundation Stage curriculum. These activities remain the same for the week so that children can revisit them and develop any newly acquired skills, with small additions being made to help sustain their interest. Children respond well to staff's enthusiastic approach and invite them into their play, when needed.

Key workers have a sound knowledge of children's individual achievements and their developmental progress. Written observation of children's learning are good, and staff use these records to identify where children are making progress in relations to the stepping stones within the Foundation Stage curriculum. However, these systems do not enable staff to record progress effectively for older and more able children and the next steps in learning is not clearly identified or used effectively to link to planning. This means that some children are not always provided with sufficient challenges.

Children develop independence as they recognise and look after their own needs. They confidently self register, take themselves to the toilet, manage their own lunch box and refreshments and put on and fasten their own coat and shoes with minimal assistance. Children

Children speak confidently. They chatter openly to their peers, staff and adults about family and events in their lives indicating their understanding of the passage of time. They enjoy listening to stories and 'reading' books with their friends. The many labels on boxes and pictures help children understand that print carries meaning. Children mark make during activities such as role play. They recognise their written name, and older children write their name using mostly well formed letter. Children learn to link sounds to letters through the 'Jolly Phonic' system.

Children count confidently and recognise numbers that are important to them, such as their age or the number of balls, hoops and bicycles available. They recognise the properties of simple shapes and enjoy making these on pegboards or using resources such as 'Tap-a-Shape'. Children confidently join in number rhymes and are beginning understand simple calculations as they sing songs such as 'Five currant buns'.

Children enjoy gardening, exploring and notice the changes in the weather. They look at bugs carefully and discuss the different features of 'dinosaurs'. They collect natural objects such as twigs and leaves. Children use information and communication technology such as laptops and computer programmes confidently and know their purposes. They learn about their local community and the natural environment by going on walks to the Bluebell Wood and trips to buy food at local shops and visit the Church. Children learn about different cultures through topics such as 'Me and my family' and Chinese New Year.

Children's physical development is progressing very well. They demonstrate a good awareness of space and are able to move confidently during physical activities. For example, they ride bicycles and scooters and stop and start with control. A range of equipment provides opportunities for climbing, balancing and jumping, challenging children's abilities. Children develop good dexterity through a wide range of activities, such as pouring, cutting, folding and handling small objects such as sequins. Children enjoy their time at pre-school, they smile and have fun.

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

The provision is good.

Staff treat children with respect by acknowledging differences and preferences. They use lots of praise and encouragement to promote their self-esteem. All children have access to the full range of activities. Children play with many resources that reflect all aspects of society. They learn about their local community through first hand experiences, for example, outings, local walks and visits to places of interest such as the primary school. Topics and the celebration of a range of festivals and traditions such as Chinese New Year, help children to develop a positive attitude to diversity.

There are clear systems in place to support children who have learning difficulties and/or disabilities. Individual education plans and close liaison with parents and other professionals ensure all children's needs are met.

Children learn right from wrong because staff raise their awareness of boundaries set and behavioural expectations. Children learn to adapt their behaviour accordingly, for example, they know they can run outdoors and confidently stand up for their rights, when needed. Children are kind and considerate. They listen to others respectfully and smile indicating their approval. Children behave well and show respect for their environment. They are willing help to clear away toys so that they are ready for another day and enjoy responsibility. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff give a high priority to working in partnership with parents/carers. There are both formal and informal systems in place for staff and parents to share information. For example, a key person is assigned to each child to support their development and act as a point of contact with the child's parent/carer. Parents receive good information about the Foundation Stage. Staff suggest ways to support children's learning at home. They invite parents to be involved in their child learning through the parents' committee or sharing a particular skill. Parents know they can access their child's record and scrap book at any time and contribute their assessment at twice yearly parents' evenings. The regular sharing of information enhances children's progress towards the early learning goals.

## **Organisation**

The organisation is good.

Children are happy and settled within the pre-school. Thorough recruitment, vetting and induction procedures are evident to ensure staff are suitable to work with children. The premises are extremely well-organised. All areas are fully utilised and enhance children's care, play and learning. For example, the outside area is arranged to provide a wealth of additional play and learning opportunities for the children. Staff deployment is very good and ensures children receive appropriate care and support. All required documentation is in place, although the procedure for recording children's attendance is not sufficiently robust.

The leadership and management is good. Staff receive very good support from the voluntary management committee, with whom they meet on a regular basis, to ensure the smooth running of the setting, in line with identified aims.

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 provider agreed to make sure that all entries in the accident book are recorded with the date and time. Also, make sure that children's independence is encouraged by allowing them choices of snacks and drinks.

Staff have made improvements to documentation. There is a system in place to acknowledge any accidents to children with the date and time recorded and are very well maintained. Staff have introduced a 'rolling snack' time when children can choose when they are ready for refreshments and select from a variety of fresh fruit, milk and water.

At the last Nursery Education inspection, the provider was asked to ensure children are given further opportunities within the daily routine to develop their independence. To extend their awareness of number values and quantity and to develop children's awareness of letters by linking sounds to letters.

Staff now ensure there are good opportunities within the daily routine for children to take initiative and manage developmentally appropriate tasks. Staff raises children's awareness of number values and quantity through daily, planned and spontaneous activities. The introduction of the 'Jolly Phonic' system encourage children to recognise and associate the sounds and formation of letters.

These changes to practice help to promote children's health, play and learning.

## **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):

- review procedures and the way records are maintained to ensure all relevant information is included, with particular reference to the attendance register

### **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):

- ensure children can work creatively on small scale with particular references to art and craft (also applies to care)
- identify and plan the next steps in learning against the stepping stones, so that all children learn at a good pace and are well challenged.

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)