

# Wingletye Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	118590
<b>Inspection date</b>	29 January 2008
<b>Inspector</b>	Jan Healy
<b>Setting Address</b>	Nelmes School, Wingletye Lane, Hornchurch, Essex, RM11 3BX
<b>Telephone number</b>	01708 478449
<b>E-mail</b>	
<b>Registered person</b>	Wingle-Tye Pre-school Limited
<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?

Wingle-Tye Pre-school Ltd opened in 1991. It has sole use of a double classroom at Nelmes School situated in a residential area of Hornchurch, close to main travel routes. The pre-school has its own entrance and fully enclosed outside play areas.

There are currently 56 children from two to four years on roll, 39 of whom are receiving nursery education funding. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and a number with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:30 and 12:30 to 15:00, with the afternoon sessions being specifically for pre-school children.

There are seven staff in total, working with the children on a part time basis. The majority of staff have an early years qualification to NVQ level 2 or 3. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The staff are well organised and ensure the children in their care remain free from disease and cross infection. The children are taught about the necessity for personal hygiene, for example, the thorough washing of their hands after outdoor play and before snack. Toilets are well signed in various languages and are at the children's physical height, with a booster step in place so they reach the sink with ease. This also encourages the children to become independent and so are able to make use of the bathroom without adult help. The staff wear aprons and gloves during nappy changing routines, to help prevent the spread of cross infection. There are paper tissues within the children's easy reach, which they discard after a single use. The playrooms are clean, with such chores taking place when the children are not in attendance. Therefore, the staff are able to spend the majority of their time with the children. The parents are requested to provide their written permission for the staff to seek emergency medical attention or advice. This prevents a delay in the children receiving appropriate medical attention. The staff are first aid trained and are confident to deal with an accident. All accidents are recorded, so the parents are aware of any injury to their child.

The children have the benefit of enjoying a mid-morning and afternoon snack, which is healthy and nutritious. They choose from a wide range of fruit, including pineapple, bananas, raisins and celery. Snack is a sociable occasion when the children sit together and chat to each other about events that are important to them. This also helps to extend the children's vocabulary and table manners. The children are provided a drink during snack. Children who suffer with a food allergy or intolerance are protected, as the staff prevent the swapping of food, to ensure the children's good health.

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

The provision is good.

The children have the benefit of playing in a clean and well-maintained environment, where the staff organise both playrooms to further the children's independence. The rooms are bright and airy, with blinds fitted to the windows so the children are protected from direct sunlight. The staff ensure the children play and learn in contentment, as they alter the heating and ventilation accordingly. The children's artwork adorns the walls, which are displayed sensitively, with the children proudly showing parents and visitors. There are accurate images of diversity, including the mounting of words in various languages.

The furniture and equipment are safe and are regularly checked for any damage, which if found, are swiftly repaired or discarded. Resources help to promote an accessible environment, including the provision of booster steps in the bathroom area, so the children reach the sink without adult intervention. Child sized tables and chairs are in place, so they play and eat in comfort. There are ample toys and games, which are age appropriate and meet the needs of the children. The majority of resources can be easily reached by the children, which helps to further their independence.

The staff take appropriate precautions, to ensure the children in their care remain safe at all times. Spillages are mopped away and the children are taught to pick up their toys off the floor, so they do not trip or fall. The premises are secure with the locking of doors, to prevent access to unwanted visitors. There is an agreement between the staff and parents, as to who is to

collect the children at the end of each session, which contributes to their safety. The children take part in regular fire drills, so they are familiar with the leaving of the premises swiftly in the event of a fire. Exits remain clear at all times and the staff are aware of the use of fire equipment. The outdoor play area is fully enclosed and equipment is in good repair. The staff protect the children from scalds, as hot liquids are kept out of their reach. However, a record of visitors is not sufficiently maintained, therefore, there are no accurate details about the adults who have spent time with the children.

The staff have accurate knowledge about child protection and about the procedure to follow in the event of noticing a concern. The staff have strong understanding about the possible signs and symptoms of abuse and neglect and attend regular training to keep themselves up to date about any changes in legislation. They are aware of the records to maintain in such an event and the authorities to contact. They know the children in their care very well and are swiftly alerted to a change in a child's behaviour or appearance.

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

The provision is good.

The children and staff share a warm and affectionate relationship. The children are happy and want the staff to play with them, as they are friendly and approachable. Self-esteem is encouraged in all that the children attempt, particularly if they are participating in an activity that is new to them, such as gardening. The staff sit at the children's physical level, making eye contact when speaking to them, which displays respect, therefore, the children feel that what they have to say is important. The children are learning right from wrong and are happy to abide by the boundaries, as they want to please the staff. The staff aid the children to make decisions about their play when choosing from a broad range of resources.

### **Nursery Education**

The quality of teaching and learning is good. The staff have superior knowledge and understanding about the Foundation Stage of learning and use their expertise to recognise important factors that aid young children's learning. The teaching methods meet the needs of all the children in attendance and they build on what the children already know during the planning of activities. The play opportunities cover the six areas of learning and are adapted to suit the varying needs of the children in attendance. This includes the children who learn at different rates. The activities are evaluated, giving the staff in-depth understanding of the next step of learning the children require to experience. The staff are adept at ensuring the children play on a one to one basis, in small groups and in large groups, depending on their need. Puppets, flannel boards and dolls are used during story time, which not only keeps the children's interest, but also encourages them to participate. There are opportunities during register time, for the children to demonstrate what they know and understand and to share their success with the other children in the group.

The children are making successful progress in their physical development. They have the benefit of accessing a school hall and all the associated equipment. Therefore, they learn to balance, to throw and to catch a ball with increasing accuracy and to climb with confidence. A fully enclosed outdoor play area is available, where the children ride wheeled toys and learn to avoid bumping into each other. They move with confidence and are learning to respect other peoples' space. The children are learning about how to keep themselves healthy through taking care of their bodies, including the cleaning of their teeth, and in the eating of a healthy and nutritious diet.

Extensive progress is being made in the children's personal, social and emotional development. They enter the provision with enthusiasm and greet their friends and the staff with glee. They are interested and are motivated to learn. They know the routine very well, for instance they self register and immediately sit on the mat to answer their name on entrance. They speak confidently in a group and ask questions of the staff. The children sit for a reasonable length of time, concentrating on tasks that interest them. They are learning self help skills, such as putting on and taking off their coat during outdoor play. With the encouragement of the staff, the children manage their own personal hygiene and about how to keep themselves safe. However, the children do not help to prepare the snack, which retards their independent skills.

The children are making strong progress in their communication, language and literacy. They enjoy listening to stories and re-enact personal experiences during role play. They respond to music, listening carefully to the changing sounds. They excitedly show an understanding of the elements of a story and join in with repetitive refrains. Older children are able to write their name clearly, whilst younger children are learning this task. The children have the benefit of witnessing a variety of words in both playrooms, including written and computer generated words and those in other languages.

Good progress is being made in the children's creative development. They dance and join in with musical movement, listening carefully to different repertoire and to the instructions of the staff. They explore colour when painting and drawing pictures and are learning to differentiate between various textures. They explore shape in two and three dimensions, for example, when making lanterns during the Chinese New Year. The children enjoy singing songs and rhymes, occasionally making up their own, which they find most pleasurable.

The children are making consistent progress in their mathematical development. They are able to use number in familiar contexts and practise, when counting how many children are in attendance. Older children are able to count in excess of twenty and recognise some numerals. They are learning about positional language, when placing a teddy in front and behind a chair. When building with blocks, the children use language, such as 'bigger than', 'smaller than' and 'heavier than'. The children are able to recognise simple patterns, including stripes and zigzags.

The children are making very good progress in their knowledge and understanding of the world. They look carefully at ice cubes and watch what happens when they are taken out of the freezer. They have many opportunities to learn about modern technology, as they have the use of a computer with a broad range of games. Planting activities take place, when the children learn about living things and the components required for life. The children are learning about the sense of time and talk about past and present events. One child correctly told the children during register that it would be February the following week.

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

The provision is good.

The children are taught and are cared for in a happy and discriminatory free environment, where the staff value their individuality. The staff are careful about the language they use, so as not to stereotype. Both the girls and the boys have equal access to all the resources available. Children and parents feel a sense of belonging, as there are displays and posters about numerous religions, festivals and there are words in many different languages, sensitively mounted. The children celebrate different faiths, for example, Christianity, Hinduism, Sikhism and Judaism. Therefore, the children learn that there are many beliefs in the world and about how everyone is different but are just as important.

The staff have a secure knowledge about the individual needs of the children and plan for an appropriate range of activities, which encourage their progression. The staff give careful consideration to the organisation of the playrooms and provide adaptations, so all the children are able to take part in all the activities available. Both the parents and staff work together when a need is identified and arrangements are in place for outside agencies to participate in the planning of suitable learning opportunities.

Spiritual, moral, social and cultural development is fostered. The children behave very well, as they have the benefit of engaging in a wide range of age appropriate activities, which are interesting and challenging. The staff are consistent in their approach when agreeing positive behaviour management strategies, resulting in the children receiving consistent messages. The staff are good role models, speaking to each other with respect and kindness, which the children emulate. Older children are learning how their behaviour has an effect on the other children in the group. The staff care sensitively for the younger children, who are learning to manage a wide range of emotions and feelings. The parents are kept informed about any incidents that occur, so a problem can be swiftly resolved.

Parents are very welcome to enter the setting and help to ease the transition from home to the setting, by ensuring a settling in period is negotiated, depending on the needs of the children. The staff find out about the children's lives at home, so they are able to plan for their attendance, including their faith, first language and cultural heritage. The parents' expertise is valued, for example, a parent talked to the children about Eid and another parent taught the children basic cooking skills. They are invited to join in with fund raising activities and to attend an annual concert. The parents are requested their written permission, for example, to take the children's photographs, so they are aware of the activities that take place daily. An open door policy allows the parents to speak to a member of staff at their convenience. A procedure is in place in the event of a parent wishing to raise a concern, so there is no delay in a problem being resolved.

Partnership with parents is good. The staff provide them with relevant information about the provision in the form of a prospectus. They seek their views and comments, acting upon them when able. The staff value the parents' observations of their children and keep them up to date about the stage of development their children have reached through written assessments. Support is given to the parents, to help the children further their learning at home and the staff keep them informed about the topic they are focusing on. The staff aid the parents in their understanding of the Foundation Stage of learning and about how activities aid their learning. All policies and statements are readily available for parents perusal. The staff maintain both formal and informal channels of communication between themselves and the parents, forming successful and friendly relationships.

## **Organisation**

The organisation is good.

Leadership and management is good. The leader manages the setting for the benefit of the children and provides an effective and improving pre-school. The children are happy and feel good about themselves, as the leader ensures the children are valued and feel secure. The leader holds a relevant qualification and employs suitable staff, who are an asset to the group. The staff work as a team and share successful teaching methods for the benefit of all. All staff are aware of their roles and responsibilities and execute them well. Improvement identified at the previous inspection have been acted upon for the benefit of the children. The leader has

good understanding about how to further the quality of care and education, as she has a clear vision of how progression can be made.

The setting meets the needs of the range of children for whom it provides. The staff keep a register of the children's attendance. Times are detailed when the children leave early or arrive late. Therefore, they are all accounted for in an emergency. All records are within easy reach for inspection and are stored confidentially to protect the children's personal details. Contingency arrangements are in place for the event of staff absence, so adult: child ratio is maintained at all times. The staff attend regular training sessions, to maintain an appropriate skill level and to maintain their professional development.

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

At the previous inspection, the staff were requested to improve the hand washing facilities. Therefore, soap is now readily available, which the children access with ease, helping to further their understanding of the importance of personal hygiene.

### **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):

- keep a record of visitors

#### **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 children's independent skills during snack time, by allowing them to help in its preparation

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)