

# Wingletye Playgroup 2

Inspection report for early years provision

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<b>Unique Reference Number</b>	118591
<b>Inspection date</b>	15 October 2007
<b>Inspector</b>	Caroline Preston
<b>Setting Address</b>	Fairkytes Centre, Billet Lane, Hornchurch, Essex, RM11 1AX
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<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 2 Pre-school is one of two pre-schools run by Wingle-tye Ltd. It opened in 1996 and operates from the Fairkytes Arts Centre in Hornchurch in the London borough of Havering. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open from 09:30 to 12:00 on Monday, Tuesday and Fridays. Afternoon sessions are from 13:00 to 15:30 and on Wednesday there is only an afternoon session that runs from 13:00 to 15:30 for 36 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 41 children from two to under five years on roll. Of these, 21 receive funding for early education. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs seven members of staff. Of these, five 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 enjoy and take part in physical play on a daily basis as soon as they start pre-school. Staff create good opportunities for children by encouraging children to play outside as much as they like throughout the session, because the outdoor area is open at all times, therefore children make their own choices. Children climb over and under the climbing frame, they use the slide with skill, they ride bikes, run freely and skip and hop outside. Indoors they use the large parachute, and take part in dancing and funky feet activities. Children learn to eat healthy and are involved in planning the snack time menu, they use a large shopping board to write down their choices, they sit together and eat , raisins, apples and drink, water, milk or juice. Children learn about hygiene during daily routines, they wash their hands after painting activities using the mobile sink, soapy water and paper towels. Staff clean toys and ensure the pre-school environment is clean before children arrive; they use disposable gloves when changing nappies, which contributes to the good health of the children. Staff are first aid trained and the first aid box is fully stocked and accessible ensuring that any accidents are managed appropriately.

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

The provision is good.

Staff have a good understanding of child protection procedures, they know the four types of abuse and possible signs and symptoms, subsequently children are kept safe, however staff have not undertaken training in this area for a long period of time. Children enjoy the many play resources and activities offered to them, they play with toys such as, stickle bricks, and play dough, calculators, and old mobile phones, dressing up clothes, role play resources, farm animals, paint and puzzles. These resources are safe, clean and age appropriate therefore children are stimulated. Staff ensure children are cared for in an environment that is, clean and well maintained, displays of children's work add to the child friendly environment. Children are able to move freely between the main playroom and the smaller playroom, and have access to the safe and secure garden throughout the session; therefore children's needs are met.

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

The provision is good.

Young children quickly settle in and get used to the pre-school routine, they arrive with enthusiasm and full of smiles as they kiss and cuddle and leave their parents at the door. They are confident as they hang up their coats, collect their name cards, showing skills in word recognition and having a sense of belonging, they then stick the cards on the large poster of an owl hung on the door. They then quietly sit on the carpet waiting patiently as all the children join them; they listen intently for their names and are told about the day's activities by staff who are friendly and welcoming. Therefore children are settled and happy and beginning to learn in their new pre-school environment and staff promote children's confidence by providing a warm and friendly atmosphere. Young children listen to the bear hunt story showing interest, they are creative when making different shapes from play dough, they use their imaginations when dressing up, and using the play mobile phones and farm animals. This means that children have many opportunities to learn through play and develop close relationships with staff and children.

### **Nursery Education**

The quality of teaching and learning is good. However, systems to record children's next steps are not clear, therefore not specific to each individual child's progress. Children make steady progress towards the early learning goals in each of the six areas of learning and this is due to staff's sound understanding and knowledge. Planning is clear and developed to offer children a varied range of stimulating learning experiences. Staff through good questioning techniques challenge children in their thinking and learning.

Children develop information technology skills through the daily use of the laptop computer, where they access a range of games at different levels that supports, number and word recognition, sounds of words and matching and sorting. Children promote their imagination, through role play; where they play in the pretend kitchen and use the paint easel to create pictures of their choice and sing nursery rhymes at circle time. They learn about books by listening to stories and handling the many books available to them in the quiet playroom. They learn about growing and life cycles, by planting seeds and watching them grow, and collecting the fallen leaves in the garden. They develop mathematical skills through cooking activities where they use scales to weigh and measure. Children construct when designing the farm and animals on the floor and when using bricks to create models. This means that children are learning through play, and progressing along the stepping stones.

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

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. They look, explore and show delight as they collect the fallen leaves from the autumn trees in the garden, which they use for their autumn display in the quiet playroom. Children learn about diversity as they look in the mirror and draw and paint themselves promoting their self-image including their eye and hair colour and height, they look through books about different countries, including, Canada, Africa, and Brazil. They play with puzzles showing positive images of people in wheelchairs, on crutches and from many different cultural backgrounds. Children behave well, as they take turns to wash their hands using the mobile sink, and take turns pouring their own drinks at snack time, they wait to use the play resources in the garden, they listen well during registration time. They understand the pre-schools, rules of behaviour; therefore children are happy and secure. Children are cared for appropriately because staff have developed good relationships with the parents. All relevant information about each child is gathered from parents and recorded on entry profiles before children start and parents talk to staff each day about any issues they may have.

The partnership with parents of children who receive nursery education is good. Parents are able to attend parent evenings, where they can discuss with key workers the progress of their child's learning along the stepping stones. Parents are given well written information about the Foundation Stage curriculum within the parent handbooks, and parents are given information about the activities and topics covered each term in the regular newsletters.

### **Organisation**

The organisation is good.

Good organisation of the pre-school ensures that children's needs are met. Staff morale is high and the strong team work promotes the well-being of the children. All staff have undergone suitability checks and are qualified. This means that children are cared for by appropriately qualified safe staff. The daily routines support children's care and learning and include free

play, focused activities, registration, snack times and outdoor play. Staff deployment and high staff adult ratios means that children are well supervised at all times. All required documentation is in place, current and confidential. The setting meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is good, the manager monitors the delivery of the Foundation Stage through observations, team meetings, and reviewing systems to record children's progress. Staff are well supported by the manager and the owner, and attend a variety of training courses. Staff are part of the planning process and are clear of their role and responsibilities in the delivery of the six areas of learning. This means children are offered a good range of varied and stimulating activities to promote their learning and education.

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

At the last care inspection the provider was asked to provide appropriate hand washing facilities for children taking part in creative play activities, children now use the mobile sink, and wash their hands using the available soap and paper towels. These improvements promote their health.

At the last nursery funded inspection the provider was asked to improve the resources to promote children's creativity through role play, ensure children take part in art and craft activities and are able to express their imagination, offer activities promoting information and technology skills. Children take part in many different role play activities; express their ideas during painting activities, and use computers. These improvements support their learning and well-being.

### **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:

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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):

- update staff's awareness of child protection issues

## **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 clear systems for recording children's specific next steps in 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)