

# Young World Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	120330
<b>Inspection date</b>	04 February 2008
<b>Inspector</b>	Catherine Hill / Hazel Stuart-Buddery
<b>Setting Address</b>	Scout Headquarters, 121 High Street, Horsell, Woking, Surrey, GU21 4SS
<b>Telephone number</b>	07774942627
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<b>Registered person</b>	Susan Bullard
<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 satisfactory. 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?

Young World opened in 1992. The pre-school operates from two rooms within the scout headquarters building in Horsell and offers access to kitchen and toilet facilities, plus a very small outdoor area which is enclosed using temporary fencing.

The group is registered to provide sessional care for 24 children aged from two to under five years, and accepts children from two and a half years. There are currently 37 children on roll and this includes 27 who are in receipt of nursery education grant funding. The setting supports children who have learning difficulties and/or disabilities and children who speak English as an additional language. Opening hours are 09.15 to 12.15, Monday to Friday, during term time only.

The pre-school have one full-time and five part-time staff who work with the children and, of these, four of the staff have early years qualifications. The setting receives support from the Surrey Early Learning Adviser and the Special Educational Needs Adviser.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play and learn within a clean, hygienic environment. Floor mats are kept clean for children to sit and play on and staff ensure any accidental spillage of sand is swept up during the session. Staff wear gloves and disinfect areas as appropriate, for example, they wipe tables with antibacterial spray before children sit for their snack. Children understand they must wash their hands before they eat and all children have their own individual towel which they use to dry their hands. They receive appropriate care if they have an accident, as four members of staff hold current first aid certificates. The pre-school maintain two first aid boxes, although the contents have not been closely checked to ensure all items are within their expiry date. Detailed records are kept of any accidents which occur and any medication given. Parents acknowledge accident records in writing and give prior written consent for medication but do not, however, sign to acknowledge when medicine has been administered. Children develop a good understanding of a healthy lifestyle as they have opportunities for healthy snacks and daily physical exercise to support their development. They enjoy sitting and chatting together at snack time. They wait patiently to select from the variety of snacks on offer and carefully pour themselves a drink of orange or milk. They eagerly devour raisins, breadstick and slices of carrot and apple. Throughout the session they have free access to water. They enjoy physical exercise in an adjoining hall where they have ample space for movement. They shriek with excitement as they work together during parachute games to make the parachute rise and fall. They are comfortable within their bodies and manoeuvre safely around others as they play, using a variety of small scale equipment to reinforce and further develop their fine motor skills.

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

The provision is good.

Children settle quickly in the stimulating learning environment staff provide for them. Staff work hard to set out the room daily with a good range of age appropriate activities and resources which children can easily access. A wide range of educational posters are displayed around the room. Children are familiar with the learning environment and have their own named draw in which they put their belongings. They independently select resources, such as paper, envelopes, a hole punch and sticking tape as they choose to sit at the writing table to mark make or draw pictures. Other children enjoy playing together on the large floor mat where they have space to play with the train layout together. Children keep safe within the pre-school as staff have identified and minimized hazards. For example, they prohibit access to the kitchen by using a safety gate, keep the doors secure so children cannot leave unsupervised and ensure that radiators are not too hot. Staff do a daily visual safety check of the premises and are vigilant to ongoing safety. They cordon off wet areas of the floor until dry and sweep up spilt sand so children do not slip. Children learn how to keep themselves safe as they take part in regular, recorded fire drills. Staff also maintain regular, recorded checks of the pre-school's fire precautions. Over half the staff have attended child protection training and children's welfare is well safeguarded as they understand the procedures to follow with any concerns. A safeguarding children policy is in place to support practice and staff maintain confidential records of existing injuries children arrive with.

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

The provision is satisfactory.

Staff plan a range of daily activities for children, having regard to both the Birth to three matters framework and Foundation Stage curriculum. Children enjoy themselves as they move industriously from one activity to another. They giggle and laugh as they develop their fine motor control, carefully manoeuvring a marble along a track. When they deviate from the track the marble falls through a hole making the children laugh, and concentrate more, as they repeat the activity. Younger children patiently sit and observe older children to gain an understanding of what they should do. Staff demonstrate activities and talk to children at their level so they are at ease as they play. Children show an eagerness to develop their skills as they, for example, sit and complete picture/word animal puzzles and show an awareness of shape as they ably put the correct shapes into the holes on a shape sorter. Staff keep development records on children which show their achievements and progress, although not all records are consistently and clearly maintained.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff are well organised and set out the pre-school room ready for children's arrival. All staff are involved in planning a suitable range of activities for children, which provide them with daily opportunities to progress in all areas. Long term plans cover a two year period and all aspects of the six areas of learning are covered. Weekly planning is displayed for parents to see. Each week staff plan focus activities, however, these plans do not identify children who may need further support or challenge. Staff make written observations of children's learning and maintain most portfolios of children's work as supporting evidence of their achievements. However, they do not always update these records regularly and they do not clearly show children's future short term learning targets. Staff are deployed well within the pre-school and most question children appropriately to make them think and extend their knowledge and understanding.

Children are confident and separate from their parents and/or carers happily. They settle quickly at their chosen activity. They independently access toys and equipment and initiate their own play. Children are proud of their achievements and readily approach adults to show them paintings they have completed. They are engaged in purposeful play throughout the session and are generally well behaved. Children confidently communicate with peers and adults and order their thoughts well before talking. For example, children carefully explain what they have painted in their pictures and who they have painted them for. They have access to writing resources and spontaneously use these within the session. Children understand that print carries meaning and recognise their names on arrival. Staff do not always help children to learn about letter/sound links and opportunities are missed to do this, particularly during group work and circle time. Children enjoy listening to stories. Staff make the story interesting by using different tones of voice and by encouraging the children to participate. Some children are confident with numbers and count up to 20 and beyond. Children look at numbers in print during daily calendar activities. They complete shape puzzles and use comparative language correctly as they talk about a 'magic wand' being bigger than a member of staff.

Children learn about the wider world through planned topics. Daily calendar activities reinforce children's awareness of the passage of time and they know that it is 'winter' as it is so cold outside. They have fun during the session, using the computer to support their learning and skilfully manoeuvre the mouse to move trees around the picture they are building. Children develop their physical skills continually during the session. They confidently use paint brushes,

pens and pencils and show good hand/eye coordination as they complete puzzles. They enjoy working together with the 'parachute' and enthusiastically move their arms up and down to control its movements. Children shout and scream with delight as some children quickly go underneath the parachute before it comes down on their head. Children enjoy using their imagination in creative activities. They happily create tea parties in the home corner and sit dolls up at the table ready to eat. Children use their imagination freely as they paint. They mix colours and create their own masterpieces, proudly showing off their dinosaur and car pictures.

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

The provision is satisfactory.

All children are included in play and have equal opportunity of access to all activities. They are confident and demonstrate good independence skills as they actively occupy themselves. Their individual needs are met by kind, caring staff who gain an understanding of children's needs through information shared by parents. However, staff do not ensure all entries on children's registration records are completed, resulting in the particular needs of some children not being identified, and therefore catered for, when they join the pre-school. Children have positive attitudes to one another and clap enthusiastically to celebrate other children's achievements at successfully completing a marble run. They readily share resources, such as Popoids, and show consideration for others as they pick up resources others have accidentally dropped on the floor. Staff foster children's spiritual, moral, social and cultural development. They set boundaries for children, who understand what is expected of them. Children behave generally very well and staff are quick to intervene, changing their tone of voice, to indicate behaviour that is inappropriate. Children demonstrate good manners as they sit quietly during registration and clearly answer in response to their name being called. The partnership with parents and carers is satisfactory. Parents share written information when their child first starts. A summary of what the children have done is sent home every half term and a parents' afternoon is organised every term. Parents are welcome to look at their child's profile records at any time, although are not made aware of their child's specific short term learning targets as these are not recorded. Parents have daily access to information about the pre-school via information displayed on notice boards and through verbal exchanges with staff. They are invited into the setting to share their skills and cultures and have free access to pre-school policies.

### **Organisation**

The organisation is satisfactory.

Staff work as a team to provide a friendly, welcoming atmosphere for children in which to play and learn. Staff rotas are displayed, ensuring staff are constantly aware of their roles and responsibilities. They understand their responsibility to declare anything which would affect their suitability to work with children, although there is no formal procedure in place for assessing continuing suitability. A range of documentation is in place to support practice, although some lacks a little detail. Children are relaxed and happy and enjoy a range of play experiences during sessions. Overall, the pre-school meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. Staff are deployed to support children's learning and some staff extend children's knowledge and understanding with appropriate questioning. Staff have not attended training in the Foundation Stage, although they do use the guidance to help them in their planning. Key workers discuss the individual needs of their children at staff meetings and informally at the end of each session. The

management have not fully addressed all issues raised at the last inspection. Effective monitoring of assessment and observation records is not in place and planning has not been developed to ensure that the individual needs of children are identified.

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

At the last inspection recommendations for improvement were made relating to organisation and documentation. All accidents are now recorded with sufficient detail and daily routines are such that children do not sit for long periods at adult led activities. The pre-school were asked to ensure that all staff understand and implement the policies. Staff have access to the policies when they join the pre-school and practice is reinforced at regular monthly staff meetings. At the last nursery education inspection several issues were raised relating to staff's knowledge and understanding of the Foundation Stage, observation, assessments and planning, and children's ability to develop their independence. Staff provide children with a wide range of activities that they can access for themselves. Children are independent learners and happily initiate their own play. The group have had several staff changes since the last inspection. The current staff have not received training in the Foundation Stage, however, all staff are booked onto the Early Years Foundation Stage training. Most staff make regular observations and assessments on the children, although these are not always consistent and some weaknesses still remain in this area. Staff plan a varied programme for the children, however, plans do not identify how activities can be developed to provide further support or challenge.

### **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):

- ensure the contents of the first aid boxes are checked frequently and items replaced as necessary
- devise and implement a formal procedure to assess the ongoing suitability of staff to work with children

- improve documentation by ensuring parents sign to acknowledge medication administered and by ensuring children's registration forms are fully completed with details of their individual needs

### **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 planning further to identify the individual needs of children who may need further support or challenge
- improve the programme for communication, language and literacy by providing daily opportunities for children to link letters to sounds, particularly during group work
- ensure observation and assessment records are consistently monitored to ensure they clearly show children's achievements and their next steps of learning.

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