

Woolston Community Pre-School 1

Inspection report for early years provision

Unique Reference Number	131577
Inspection date	11 October 2007
Inspector	Alison Large
Setting Address	The Woolston Centre, Church Road, Southampton, Hampshire, SO19 9FU
Telephone number	02380 444414
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Registered person	Woolston Community Pre-School 1
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 good.

WHAT SORT OF SETTING IS IT?

Woolston Community Pre-School 1 is one of two committee run pre-schools. It opened in 1975 and operates from a community building in the Woolston area of Southampton. It serves the local area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:45 and 12:15 to 14:45 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 38 children from two years nine months to five years on roll. Of these, 30 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs six members of staff. Of these four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured as they are well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces. Children play an active part in keeping themselves healthy by washing their hands after using the toilet and before eating. They are beginning to be aware of their bodies and know they must put on a coat before going outside to play. Good use of documentation ensures that staff are recording accidents or the administration of medicines. All recorded entries have been countersigned by the parents, which promotes the good sharing of information.

All children are offered nutritious snacks, such as fresh fruit, vegetables and other healthy options. The children enjoy this time, as they sit at a table with other children, which helps develop their social skills. Children are offered a choice of milk or water at snack time, and water is available throughout the session, which children can access themselves. The staff are aware of any special dietary requirements or allergies the children may have and work closely with the parents to ensure the children's dietary needs are met.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the play area, when they can access a range of equipment which enables them to practise skills, such as pedalling. However, the fixed routine of the pre-school limits their time outside, which means children do not have free access to the outside area during the session. Children are able to use a variety of outdoor play equipment, and can practise moving their bodies in different ways. They confidently use a good range of small equipment to increase their manipulative skills, such as scissors and pencils and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe and secure environment. Use of the available space both inside and out enables children to move freely, but safely, accessing well maintained toys and play materials. The rooms provide an attractive and stimulating environment for both children and parents. Staff are vigilant and reduce the risk of accidents by carrying out risk assessments on the premises. Children and staff are familiar with the emergency evacuation procedure, which they practise regularly each half term.

Children are effectively involved in protecting themselves from harm. They are encouraged to take responsibility for their own safety, for example, when discussing keeping themselves safe before they go into the garden. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked, visitors have to sign in and out of the building, keeping the premises and children secure and safe.

Children are well protected by staff who have a clear understanding of child protection and the procedures to follow if concerns are identified. Parents can access information about the pre-school's child protection policy from the policy pack provided. All the required documentation and procedures are in place to ensure the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well into the session, they enjoy their activities and interact well with staff and their peers, building positive relationships with them. The staff are enthusiastic and get to know the children well. Children play happily during the session and are free to explore the activities set out for them, as well as enjoying opportunities to work more directly with staff through activities, such as making their own play dough or having stories read to them. However, they have limited opportunities to freely access resources and make their own choices about their play to help develop their independence.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage Curriculum and children's attitude to learning is positive and they are able to access resources which have been set up for them around the room. The staff team work exceptionally well together, and they are able to be involved in the planning. Children concentrate well during routine activities, such as large group time, and staff all act as good role models and provide an exciting learning environment. Staff value the children's work and use some for display purposes, providing a colourful environment for children to play and learn in. The staff plan a range of activities, which cover all areas of learning and link to the stepping stones of the Foundation Stage curriculum. The free play time in the daily routine offers children a choice of activities set out by staff, but does not encourage a great deal of free access to resources, and planned activities are not evaluated at the end of each session. Clear assessment records are completed to indicate which stepping stones the children have achieved and children's achievements are well recorded. However, plans do not show how activities can be differentiated for less or more able children ensuring sufficient challenge is provided, in an exciting learning environment.

Children are making good progress towards the early learning goals in all areas. Many children chatter while they play and enjoy talking with staff members and each other. Children's vocabulary is developing well, they begin to understand text has meaning as they find their name when they arrive for the session. They can count confidently and use mathematical language with confidence, talking about shape, size and quantity during their play. Children enjoy stories and listen attentively; they are beginning to recognise the sounds and shapes of letters and numbers as they take part in the planned activities. Children are gaining confidence in using one handed tools such as paintbrushes and pencils during their play, they explore colours and numbers during a range of planned activities relevant to the weekly theme. Children explore with sand, water, dough and paint and the pre-school have a computer and children who access this are able to complete simple programs to support their learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are cared for by attentive staff who are responsive and meet their needs well. They settle in quickly to the daily routine and are developing their self-assurance, and learn to help to tidy away. They become aware of their own and others' needs through discussions with staff and themed activities about themselves and the wider society. Children's individual personalities are valued by staff, who praise good behaviour and achievements such as tidying up well. As a consequence,

children respond well and behaviour is good. Staff are able to support children with additional needs and work alongside the parents.

Children are gaining in self-confidence and form good relationships with staff and each other. They concentrate well and are learning to share and take turns. Children benefit from the friendly relationships between staff and parents, which helps to secure the relationship they build within the pre-school. Parents find staff friendly and approachable and feel they can discuss issues with the staff at any time.

Partnership with parents is good and this has an important influence on children's well-being. Parents are provided with a range of information through notice boards and regular newsletters. Plans are displayed in the room and parents have access to their child's progress records, and are welcome to speak with staff to discuss their child's progress at any time. Parents state that staff are very approachable and that they gain a good insight into their child's session from verbal feedback when they collect their children. Policies and procedures are available for parents to see and include a complaints procedure and record. Staff develop good relationships with the parents, they take time to get to know the families well, and children benefit from the well established relationships they build within the group.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children, are fully included and happy in the well organised environment, they are cared for in bright and welcoming premises where staff are appropriately checked. They work effectively as a team, have clear roles and responsibilities, and ensure that children's individual needs are well met. Children benefit from organised and enthusiastic staff and the good deployment of staff ensures all children are secure and happily engaged in activities. However, the manager has not yet started an appraisal system for staff, which was highlighted at the last inspection, which means there is not an effective system in place to support staff.

Records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff get to know the children well through the use of information obtained on the children's registration forms and through daily communication with parents. All children are cared for by attentive staff, the younger children are settling in and developing their self-assurance. Staff complete daily registers for the children, visitors are asked to sign in on arrival and a range of policies and procedures are available for parents on the notice board.

Leadership and management is satisfactory. The manager is responsible for overseeing the running of the pre-school, and roles and responsibilities are defined, however, this does not enable the leader and each member of the team to contribute fully to the running of the pre-school which means routines are restrictive to the children and staff are unable to be flexible in how the session runs. The staff team work very well together, providing a vibrant environment for the children, they are experienced and are committed to attending further training opportunities. All staff are able to be involved in the planning of the curriculum and delivery of the Nursery Education. However, there is no written evaluation of the planning and activities carried out, to effectively enable all children to reach their full potential. Children benefit from the knowledge and experience of the staff. They are committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last inspection the pre-school were asked: to develop an appraisal system for all staff to support their professional development and understanding; to develop staff's knowledge and understanding of child protection issues and update the policy regarding allegations; and to provide parents with details of Ofsted so they are able to make contact should they wish to make a complaint. Since the last inspection the group have ensured staff have attended child protection training to increase their knowledge and details of contacting Ofsted have been added to the complaints procedure. However, the manager has not yet started a staff appraisal system to support staff, so this has been made a recommendation at this inspection.

At the last nursery education inspection the pre-school: were asked to develop and monitor the system for planning to ensure equal emphasis is given to each area of learning, particularly mathematical development, knowledge and understanding of the world and physical development; to ensure assessment of children's progress is used to guide the planning; and to ensure all staff are secure in their understanding of the early learning goals and the planned learning intentions for each activity. Since the last inspection the planning has been updated to ensure that all the six areas of learning are covered each term. Staff use the children's assessment records to guide the planning and staff have a good understanding of the Foundation Stage Curriculum to ensure children make progress in the 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.

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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 develop an appraisal system for all staff to support their professional development and understanding
- review flexibility of existing routines to ensure children are able to have some free choice of activities and more access to the outside play area

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 evaluation of the planned curriculum and activities, to demonstrate how activities can be differentiated for less or more able children ensuring sufficient challenge is provided

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