

# Woodpecker Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	133489
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Miriam Sheila Brown
<b>Setting Address</b>	Finstock C of E Primary School, 7 School Road, Finstock, Chipping Norton, Oxfordshire, OX7 3BN
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<b>Registered person</b>	The Trustees of Woodpecker 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?

Woodpecker pre-school opened in 1969. It is located in the rural village of Finstock. The pre-school serves the local area and surrounding villages.

The group is based in their own rooms within the local primary school and is open each weekday during term times from 09.00 to 12.00. On Tuesday, Wednesday and Thursday children may stay to the lunch club in preparation for their move into the main school. There is an enclosed outdoor play area attached to the pre-school rooms.

Woodpecker pre-school is registered to care for 24 children and there are currently 15 children on roll who attend for varying sessions throughout the week. Of these, 15 children currently receive funding for early education.

The nursery employs three members of staff. Of these, two have early years qualifications, and one is currently on a training programme. The group runs each day with two staff members and a parent helper.

The setting receives support from a local authority Foundation Stage consultant.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's physical development is a very well supported through a good range of planned and free play activities, which assist in their small and large muscle development and more physical skills. They play outside each day using wheeled toys or playing imaginary games in the play house or sand pit. Inside, they enjoy many activities which support their small muscle development, such as, small construction, painting, cutting, threading and drawing.

Snack times are happy, social occasions when children sit together in small groups and enjoy a range of fruits which are well presented on colourful plates and handed round by the 'special day helper'. The lunch club enables children to become accustomed with main school routines in a safe and familiar environment. Staff develop children's awareness of healthy eating by encouraging children to identify the healthiest options in their packed lunches and eating these first. The oldest children select and prepare their own fruits at snack times and some days all children assist in making milkshake drinks. However, fresh drinking water, although available on request, is not freely accessible to children during the session.

Children's understanding of keeping themselves free from infection is well supported by group routines such as hand washing prior to eating and after using the toilet. Discussion with children demonstrates they understand they wash their hands to remove germs that might make them unwell. Staff support this understanding by providing good role models for them. They regularly wash their own hands and thoroughly clean tables prior to meal times. Two members of staff have first aid training, enabling them to deal effectively with any accidents or medical needs. Accident and medication records are well maintained and shared with parents.

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

The provision is good.

Children and parents are warmly welcomed to the pre-school and the room is prepared prior to children's arrival to enable them to go straight to their chosen activity. The premises are clean, warm and well maintained. Children have sole use of the pre-school rooms and attached outdoor areas, providing them with a large play spaces to enjoy a good range of activities. Older children spend a short time each day with reception children to assist them in their transition later in the year.

Furniture, toys and equipment are in good repair and daily visual checks mean they remain safe and do not pose a risk to children. Detailed risk assessments assist in maintaining the safety of the premises and resources. There are sufficient resources to ensure children are comfortable and can play and eat together, developing their social skills and helping them to make choices. Children can reach their toys and equipment easily and sit or lie comfortably to play and join in activities. Staff rotate toys and activities according to their plans for the day, helping to ensure children enjoy a varied range of experiences.

Children's safety is very well maintained and proper precautions are taken to promote safety within the premises. For example, children regularly practise fire drills and understand that a register has to be taken each day so that staff know who is there in case of a fire. Staff ensure the premises are secure at all times and are vigilant in ensuring the main doors are secure when

children are present. Children play outside where special play surfacing helps to maintain their safety and staff supervise this area effectively.

Children's welfare is further safeguarded by staff who demonstrate a sound awareness of the signs and symptoms of abuse and the procedures to use should they have concerns. The policy document outlines the groups approach to any concerns, although does not include details of procedures should an allegation be made against a staff member.

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

The provision is good.

Children take part in a good range of activities throughout each session. All children are confident in the setting and in their relationships with each other and staff. They are learning to take turns as they choose the 'special day person', wait to speak in group times and for the fruit plate to be handed to them at snack time. Children enjoy using a varied range of creative materials such as paint, sand, glue, recycled packaging and collage materials which encourage them to express their experiences and feelings in a variety of ways.

### **Nursery Education**

The quality of teaching and learning is good. Staff support children well through their good understanding of the Foundation Stage curriculum and consequently, children are making very good progress. Planning covers all areas of learning. The group have recently introduced a new approach to using phonics. Whilst this is supporting the older children extremely effectively, some aspects of activities for the small group of younger children sometimes lack challenge. Observations and assessments are completed on a regular basis and are used to help inform planning and maintain children's ongoing progress records. Children respond well to staff involvement in their play and learning. Staff pose questions to help children think, for example, 'Is this writing bigger or smaller?' 'Is it above or below another?' and 'How do you think we can do this?' Children greatly enjoy these opportunities to demonstrate their knowledge and independence, and there is scope to extend this for all ages. For example, this enables the youngest children to prepare their own snacks and pour their drinks.

Children's understanding of letter sounds is excellent. They confidently name a number of words starting with the same sound and accurately identify letter shapes in adult-led activities. The oldest children use this knowledge to enhance their role play, for example, asking staff what they would like to eat and then writing it down. Children play in a print rich environment where they name some of their own work and write titles for displays of their paintings, such as, 'Do you like our pretty flowers?' Their mathematical development is well supported and children are confident in their use of number. Many recognise numerals and use this knowledge to choose particular tracks on a compact disc during music and movement sessions.

Children talk animatedly to staff and unfamiliar adults about their experiences. They happily relay information about bonfire night and how 'the flames nearly touched the clouds' and that 'blue flames are the hottest'. They are beginning to concentrate on activities for extended periods of time and are well behaved. Children take an active part in caring for their toys and environment and eagerly join in with tidy-up routines. Their understanding of the wider world is well supported through their use of resources which reflect different life styles and identities. Children's knowledge of their immediate environment is enhanced by visits to the reception class, use of main school facilities and outings in the local area.

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

The provision is good.

All children and parents are warmly welcomed to the group each morning. Children demonstrate their confidence by settling quickly to activities and joining in with group routines and activities such as, registration, story and snack times. They are well known by staff who efficiently record individual details and highlight specific needs to ensure these are met effectively. Each child has a turn at being a 'special day helper', which increases their self-esteem and develops their awareness of assisting others. All children join in with some school activities and the oldest children spend a short time each day with the reception class. This assists in their happy transition to full time schooling. All toys and resources are equally accessible to all children and the range available reflects positive images of different cultures and lifestyles.

Children are skilfully encouraged to be well behaved, for example, to share equipment and take turns in their play and activities. Staff ensure they are consistent in their expectations for behaviour and offer frequent, meaningful praise. Any inappropriate behaviour is managed sensitively and encourages children to understand the effect it may have on others. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff are available each day to discuss children's activities and progress, and organise open days and more formal feedback opportunities throughout the year. Parents take an active part in group sessions, helping on a rota basis, and due to the size of the group, most parents are involved in the management committee. This effective partnership helps children in their continuing learning and development. Discussion with parents demonstrates they are provided with clear and informative written details about all aspects of group care and education, which helps to develop their interest and understanding of how their children learn. Parents emphasised how supportive they felt the arrangements to integrate their children into the main school are.

## **Organisation**

The organisation is satisfactory.

Leadership and Management of the pre-school is good. Children's care and well-being is very well supported by organised and caring staff and an involved committee of parents. The play leader offers positive and inspirational leadership to her staff and they work well as a team, planning and discussing together. This discussion is enhanced through a close working relationship with school staff which helps to ensure good continuity for children. Good regard is given to keeping children's records and personal information confidential. Policies and procedures are generally well presented and provide clear information to staff and parents. However, the policies for child protection and complaints do not fully reflect the settings approach to these aspects of care.

The settings recruitment, induction and training programme is robust and annual staff appraisals highlight ongoing staff development needs. Recommendations from the last inspection have been fully addressed. Staff have identified areas to improve their practice and have organised training to facilitate this, for example, attending early years foundation stage and phonics courses. The organisation of adult-led activities within sessions enables staff to focus effectively on preparing older children for the move to main stream education. 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 setting agreed to: make better use of risk assessment to identify areas of concern; update the behaviour policy; and set out an action plan regarding staff qualification requirements. They also agreed to update children's basic information records and request parents permission to seek medical treatment or advice in an emergency situation.

Very good progress has been made in each of these areas and the recommendations are now fully met. Detailed risk assessments are completed and show when issues have been addressed. The behaviour policy provides parents with clear information about the settings approach to this aspect of children's care. Of the three staff employed two are appropriately qualified, whilst the third is in the process of completing an early years qualification. This helps to ensure children are cared for by staff who have a good understanding of their care and educational needs. Children's individual records now include the information needed to ensure their needs are met and parental permissions are in place.

## **Complaints since the last inspection**

Since 1st April 2004 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):

- ensure children have free access to fresh drinking water throughout the session
- ensure that all policies are up-to-date and accurately reflect working practice

### **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 that planned activities and free play opportunities are sufficiently challenging for the youngest children to help them to move on from what they know and can already do. (also applies to care).

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)