

Shaw and Whitley Pre School

Inspection report for early years provision

Unique Reference Number	145836
Inspection date	27 November 2007
Inspector	Nikki Whinton
Setting Address	The Beeches, Shaw, Melksham, Wiltshire, SN12 8EW
Telephone number	01225 702945
E-mail	
Registered person	Shaw and Whitley Pre School
Type of inspection	Integrated
Type of care	Full day 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?

Shaw and Whitley Pre-School opened in 1979. It operates from the village hall in Shaw. The group serve the local villages and the town of Melksham. A maximum of 24 children may attend the setting at any one time. The group opens term time only on Monday, Thursday and Friday from 09.00 until 14.45 and on Tuesday from 09.00 until 12.15.

There are currently 22 children aged from two to under five years on roll. Of these, 12 children receive funding for early education. The group currently support children with learning difficulties and /or disabilities.

The setting employs seven members of staff. Of these, four staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children widen their appreciation of healthy snack options through the nutritious food they enjoy whilst in the setting. Allergies or dietary issues are discussed with parents at registration. These discussions are recorded and any needs accommodated. Children are able to help themselves to fluids during the sessions, which helps to ensure they are consuming liquids in appropriate quantities to meet their needs.

Children develop good hygiene practises as part of the daily routine; for example, they learn why they need to wash their hands before eating or after toileting, 'you might get a bad tummy' and to blow their noses before hygienically disposing of the tissue. There is a range of measures to support children's health. They use separate paper towels when hand drying to reduce the risk of cross contamination and written parental permission has been obtained to seek emergency treatment. Children benefit from the staff's understanding of first aid and the correct procedures to follow should accidents or incidents occur.

Children have opportunities for fresh air and exercise when playing in the nearby, enclosed play park. They use equipment, including a trampete, parachute, play tunnel and balls, to help them develop their large muscle skills. Children improve their fine motor control and coordination by helping themselves to a variety of age appropriate tools, including scissors, hole punches, masking tape and glue sticks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean, well maintained and of an appropriate temperature. Examples of children's individual artwork within the playroom create welcoming displays for parents. Children rest in the book corner if they want to relax and are able to visit the toilet independently. They benefit from the staff's good understanding of safety issues regarding the purchase and ongoing maintenance of equipment. As a result, they play with age appropriate toys that are safe and suitable.

There is a range of measures to promote children's safety and help prevent accidents. Risk assessments are completed prior to children entering the premises, staff are well deployed, the kitchen door is kept shut, the premises are secure and socket covers are fitted to exposed electric points. In addition, children learn to share some responsibility for their safety by helping to tidy away toys after play and by taking part in emergency evacuation drills.

Children's welfare is promoted by a staffing team that understands child protection issues, confidentiality of information and the correct procedures to follow if concerned about the welfare of a child. There are effective arrangements to make sure parents understand the group's responsibilities, prior to a child commencing in the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well motivated and enthusiastic. They enter the provision willingly, separate easily from their main carer and immediately start to make independent decisions regarding the

activities and resources they wish to explore; for example, some children decide to play in the role-play area, whilst others choose to investigate natural objects, such as shells and leaves. Children are gaining social skills and learning to play cooperatively. They have a very good rapport with the welcoming staff and are forming positive friendships with their peer group. They gain increasing independence and self-care skills through practical opportunities, such as placing their work in their named drawers or putting on their coats prior to going outside. Most children are able to sit quietly and concentrate for short periods, such as when listening to a whole group story.

Younger children in the setting, who have not yet reached the Foundation Stage, attend sessions with their older peers. Staff undertake written observations and assessments of these children that are linked to the Birth to three matters framework. Activities are adapted as necessary to enable all children to participate and succeed.

Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge of the Foundation Stage. They plan a variety of practical, age appropriate activities to cover all areas of the curriculum and to support children's progress towards the early learning goals. They regularly undertake written, dated observations and assessments of the children using the Wiltshire Building Blocks scheme. However, there are gaps in some children's attainment records and information from assessment is therefore not always used effectively when planning for children's future learning. As a result, children's learning potential is not always maximised.

Children have a good range of vocabulary. They use language very confidently, such as when enthusiastically answering the visiting police officer's question as to who takes them to the park, 'I go with my brother and sister'. Through practical activities including self-registration or finding their name cards at snack time, children learn to recognise familiar words in print. They thoroughly enjoy exploring books individually with staff in the inviting book corner. They listen attentively to whole group stories, such as 'Room on the broom' and excitedly recall aspects of the story they have just heard. However, whilst children have regular access to mark making tools, they have limited chances to practise their emergent writing skills through meaningful activities, such as by labelling their artwork or writing lists in the role-play area. Through interesting practical activities such as spooning fine sand into shells, sieving plastic shapes from a tray of water or comparing the sizes of pebbles, children gain an appreciation of shape, space and measure. They have some chances to count, such as when singing number songs or counting pieces of fruit at snack time. However, children have few opportunities to solve simple mathematical problems as part of the daily routine.

Children welcome meaningful visitors to the setting, such as the community police officer, the vicar and key staff from the local primary school. They take part in outings, such as to the school, the adjacent play park or Warleigh Farm to feed the lambs. In addition, they sample pizza and pasta when the role-play area is turned into an Italian restaurant and make pancakes on Shrove Tuesday. Such opportunities enable children to gain an appreciation of their local environment and the wider world. Children design and build with construction materials and use a variety of information and communication technology resources as part of their play. They have the chance to observe the natural world through activities including bark rubbing and looking at objects through a magnifying glass. Children enjoy child centred opportunities to use their imagination whilst exploring a range of media and materials, such as paint, chalk, dough, sand and water. However, some whole group wall displays tend to be adult directed with little chance for children to initiate their own creative ideas. Children sing a growing

repertoire of songs from memory, with some requesting to sing their favourite songs solo. By using musical instruments to accompany their performances, children start to learn rhythm patterns and how to play fast or slow. They thoroughly enjoy using a wide range of props in the role-play area and benefit from staff's active involvement in their imaginary play.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff knowing them well, appreciating their differing needs and understanding their home circumstances. Children are valued and respected, although occasionally staff do not their focus their attention equally between the children. There is a good range of resources available to children, such as books, dolls and puzzles, to help them gain an awareness of diversity. Children attending with additional needs are fully included within the setting, receive extremely good support and have the opportunity to fulfil their potential.

Children generally behave very well. Their behaviour is supported by staff that act as good role models, show great patience, talk to the children kindly and repeatedly offer praise and encouragement. Children receive rewards, such as stickers that explain what they have done to receive special recognition. Children start to gain an appreciation of right and wrong whilst in the setting.

The partnership with parents is satisfactory. Parents are made to feel very welcome in the pre-school. They are given information about the setting and how to access the group's policies and procedures prior to their child commencing in the provision. They are kept up to date through ongoing informal discussion with staff before or after the sessions as well as through the parents' notice board and newsletters. Parents are encouraged to share their skills and to help their child to bring in articles from home that are linked to the letter of the week. However, parents do not have regularly planned opportunities to review children's educational attainment records with staff and to share what they know their child can do, to aid staff assessments.

Children's spiritual, moral, social and cultural development is fostered. Children appear confident and have good self-esteem. They are gaining social skills, such as saying 'thank you' when offered their mid morning snack, as well as learning how to share resources successfully and to take turns. They show consideration for others; for example, a child asks a friend, 'would you like some milk?', whilst passing round a jug at snack time, whilst another spontaneously helps a peer to fasten their coat. Through practical activities including food sampling as part of Chinese New Year celebrations or experiencing light and dark within the playroom during a topic on Diwali, children gain an awareness of a range of cultures and festivals.

Organisation

The organisation is satisfactory.

Children's care, learning and development is promoted by a friendly, caring staffing team, that works very well together and regularly undertakes targeted training to develop their early years knowledge. All legally required documentation is maintained and easily accessible to support children's care. However, children's attendance is not always accurately recorded. In addition, the current time management of the sessions sometimes results in children having to sit and wait for extended periods during adult led activities.

The leadership and management are good. The group greatly benefits from the drive, commitment and enthusiasm of the playleader. All issues from the last inspection have been completed. The staff meet on a very regular basis to plan and evaluate the educational provision. Currently, the monitoring of the children's assessments is not always effective in identifying gaps. Staff regularly welcome Wiltshire early years advisors to the setting, to support the development of the group. Links have been forged with the village primary school. The reception class teacher and head teacher visit the setting, whilst pre-school children take part in the school's sports day. Such activities help children in their transition into statutory education.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

As a result of the last combined inspection the group was given key issues and recommendations to help develop the quality of the provision. The care report requested the registration systems show staff's arrival and departure times and the complaints procedure includes Ofsted's telephone number. In addition, the group was asked to gain an understanding of the procedure to follow if a child protection allegation is made against staff or a volunteer. The education report recommended increasing opportunities for children to be independent, to develop their large muscle skills and to take part in musical activities.

The group understand the correct procedure to follow if there is a child protection allegation made against an adult. Staff's arrival and departure times are now recorded and the complaints procedure includes Ofsted's contact details. Children have regular opportunities to take part in musical activities, improve their large muscle skills and to develop their independence. These improvements have had a positive impact on the quality of care and education offered to the children.

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):

- review the time management of sessions, in order that children are not required to sit for extended periods at adult led activities. Make sure children's attendance is accurately recorded

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):

- review the organisation and monitoring of the educational provision, to ensure the assessments that are completed on the children cover all aspects of the curriculum. Use information from assessment when planning for individual children's future learning
- develop the educational partnership with parents, to ensure parents have regularly planned opportunities to review educational attainment records with staff and to share what they know about their child, to aid Foundation Stage assessments.

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