

# Wargrave Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	148692
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Louise, Caroline Bonney
<b>Setting Address</b>	Recreation Ground, off East View Road, Wargrave, Berkshire, RG10 8BH
<b>Telephone number</b>	0118 9403127
<b>E-mail</b>	
<b>Registered person</b>	Wargrave 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?

Wargrave Pre-School opened in 1980 and is a registered charity run by a parent committee. It operates from the Youth Centre within the recreation grounds of Wargrave village. The group have sole access to the premises during opening times. It has strong links with the Robert Piggott Infant School. Accommodation used includes the main hall and side room and an outdoor area with temporary fencing. It serves families from the local community and surrounding villages.

There are currently 33 children on roll aged from two years six months to five years. Of these, 19 are receiving nursery education funding. Children attend for a variety of sessions including lunch club two days a week. The setting makes provision for children with learning difficulties and/or disabilities and who speak English as an additional language.

The preschool opens five days a week. Sessions are term-time only, from 09:15 until 12:15, extending to 13:10 for children staying for lunch club.

There are 8 members of staff working with the children. Of these, 4 have early years qualifications at the equivalent Levels 2 and 3, and two are currently on training programmes.

The setting receives support from advisors from the Children's Services Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in premises that are clean and well-aired. Younger children have opportunities to rest with a blanket in the book corner when tired. Children receive appropriate treatment following accidents from qualified staff. Staff attend additional training, such as for the administration of allergy pens. This protects the children's health. Staff record all accidents and share this record with parents. However, records do not show children's full names to support their identification at a later date should it be necessary.

Children develop good awareness of how to stay healthy. They receive sensitive support from staff as they look after their own care needs. They help themselves to tissues and put them in the bin after use. Many independently use the toilets and wash their hands carefully with soap afterwards, with picture prompts above the basins to remind them. They help keep their environment clean as they tidy away after snack time. Children bring in their toothbrushes during planned topics about healthy teeth. Staff encourage children to think about the temperature before going outside and whether they need their coats on. This helps children learn how to be healthy.

Children enjoy sociable snack times when they sit in small groups with a member of staff. They eat nourishing snacks, such as carrots and bread sticks, and staff are careful to take into account any allergies the children may have. Children enjoy making healthy foods such as vegetable soup or tasting different fruits after reading 'Handa's Surprise'. This encourages them to develop their tastes as they try different foods. Children freely access their water bottles throughout the session, and have water or milk at snack time. This ensures they keep well hydrated.

Children enjoy moving in different ways. They participate in vigorous action rhymes and gym sessions indoors. In the garden they use wheeled toys, run, balance and play with bats and balls. They also occasionally use the nearby recreation ground and play apparatus to extend their skills further. This helps keep children physically active and contributes to their good health.

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

The provision is good.

Children play with a good range of equipment that is safe and age appropriate. Children benefit from the welcoming premises where displays of their work, posters and activities set out ready create a friendly and colourful environment. Staff carry out daily risk assessments and reduce most hazards effectively. Children are unable to leave the premises unsupervised as doors are alarmed. However, the entrance is not locked to prevent others from entering uninvited. Children play outside in a designated area through the use of temporary fencing. Staff are at all times vigilant when outside and are aware of the gaps in the boundary. Children play with equipment that is in good condition, and staff promptly removing any that breaks, such as a tricycle with loose handlebars. This protects children's safety.

Children show awareness of safety as they ride wheeled toys outside and make way for each other. They bounce and jump during action rhymes inside without bumping into each other.

They develop risk awareness through suitable challenges. They show control as they carefully drive wheeled toys down a small slope, use larger apparatus like balancing beams, or as they slowly walk while balancing on pot stilts.

Children receive protection from possible abuse and neglect through staff's awareness. New staff receive prompt induction in child protection and it is revisited during staff meetings. Staff know to immediately report any concerns to the leader and most have attended introductory courses for safeguarding children. This safeguards the children.

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

The provision is good.

Most children quickly settle on arrival as they join their designated table for an adult-supported activity. Staff gently care for those that require more support as they learn to separate from their parents/carers. Children develop trusting relationships with staff and seek their assistance. They show confidence as they increasingly join in group discussions, such as show and tell time.

Children find the resources stimulating and freely select their activities from the good range set out by staff prior to their arrival. New children soon become familiar with the routines which provide a predictable pattern to the session.

Teaching and Learning is good. Staff use the Foundation Stage curriculum guidance to develop a good range of activities that support all Areas of Learning. Staff know the children well through observing and assessing their learning and development. Children's keyworkers identify their next steps in learning on individual education plans and share these with parents at termly meetings. Staff attend weekly planning meetings. This enables them to review the previous week and reflect children's current interests and developmental needs in the next week's activities. They develop focus plans for specific adult-led activities which differentiate children's learning opportunities. This helps children make good progress towards the early learning goals.

Children learn new skills with staff support, such as how to use bats and balls, use the computer and control the mouse. However, for safety reasons older children do not often access resources less suitable for younger children, such as tools or small construction. This reduces opportunities to further extend their skills.

Children play well together and link up with friends as they choose to play and sit together. They invite others to join in their role-play, 'Do you want to play our game? You can be Daddy'. They share well and know to take turns as they add their name to the computer waiting list. Children show confidence as they undertake special tasks, such as passing round plates at snack time. They develop good independence as they make choices about their activities, look after their personal care, or dress to play outside. Children concentrate and persist, but staff do not encourage them to solve problems during their activities, such as through considering how to make brick towers stronger and less prone to collapse.

Children use number as they count heads, draw numbers in the air, or throw rings over numbered cones during outside play. Older children confidently match objects while counting beyond 10. They calculate as they sing rhymes as staff encourage them to consider how many more they need to make five currant buns, and how many are left each time one is taken away. Staff support a child's interest in his height following a discussion the previous day by measuring him against the wall. Children learn about shape and space as they use cutters and template mats with clay, construct with bricks and build railway layouts.

Children recognise their written name on arrival and use their name templates when writing. They mark-make with chalk on boards and black paper or outside on paving, and some are beginning to show clear letter formation. They join in rhymes and recognise when adults insert wrong words into familiar rhymes. This promotes children's listening skills. They learn phonics as they act and chant 'h h hopping, w w waving, j j jumping'. Children enjoy listening to stories at group time and individually with staff support in the book corner. Staff use books to extend learning across other areas of the curriculum, such as when children taste the various fruits after reading 'Handa's Surprise'.

Children learn about the wider world through topic work. They play games with veils and role-play in the oasis during a topic on the Middle East, or eat noodles with chop sticks and make a dragon for the Chinese New Year. Children use the computer with increasing competence due to the good staff support they receive. They have opportunities to construct with larger items, such as guttering and explore materials such as clay, lentils and sand.

Children develop dexterity well. They develop control of pencils as they draw and form letters, chop vegetables with knives for soup and construct with various kits. They move in various ways during PE and action rhymes indoors, and run, pedal and balance on beams outside. Staff support their development of new skills as they teach them how to throw and catch balls or roll hoops and use racquets. Children develop imagination through a variety of role play scenarios which sometimes reflect other topic work, such as home play, a French café or an oasis. Children experiment with sound by freely accessing percussion instruments and create their own music as staff follow their instructions and play supporting instruments. They sing familiar and new rhymes and put new words to old tunes.

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

The provision is good.

Children develop close relationships with staff and each other. Older children guide younger children as they get used to the routines. Children confidently approach staff to ask for their needs. Children with English as an additional language receive support through the sharing of key words and the occasional provision of dual language books. Children with learning difficulties and/or disabilities receive good support with additional support staff in place. Staff liaise with parents and other agencies in order to meet children's individual needs.

Children behave well and feel valued by staff that are sensitive to their feelings and who model respect. Staff encourage them to talk about their difficulties, and children think about emotions as they use a cube showing different expressions such as happiness or sadness. They play cooperatively, such as when two children work together to make a car move or as they build a railway layout. Children take turns and learn how to add their name to the waiting list for the computer. They welcome others to participate in their games, such as in the home corner, and staff encourage them to show care and concern when using puppets during circle time. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and/or carers is good. Parents view and contribute to their children's attainment records and attend termly meetings with their key worker, at flexible times to meet their individual needs. They share children's identified next steps in learning. Parents have access to daily activity plans on the notice board. They exchange information daily at handover, when staff welcome them into the hall. Children take home a reading book to share each week. This helps parents support their children's learning at home and to feel well informed about their progress.

Staff develop very good relationships with parents. Parents sit on the voluntary committee, oversee the management of the group and work closely with staff to develop the provision. Parents organise and attend fundraising events and frequent social meetings, such as the Mothers Day picnic. Parents receive information about the setting through printed materials, such as the brochure, and share the policies file kept in the entrance foyer. They receive regular newsletters containing general information. Children take turns to take Bevvie Bear home at weekends and record her adventures in a diary to later share with the group. This helps develop links with home.

## **Organisation**

The organisation is good.

Leadership and Management is good. The committee and staff have clearly defined roles and liaise closely to support and develop the provision. New staff undergo rigorous appointment and induction procedures which ensure their suitability, and plan to attend training if they are unqualified. The leader evaluates the provision and identifies areas to develop with the support of staff and the committee. The leader also seeks advice and support from the local authority and invites feedback from parents. This has led to improvements in areas such as induction procedures, the development of individual education plans for children, healthier snacks and provision of an outdoor play area. This continually develops the provision and supports the children's learning and care well.

The leader develops a close team of staff who are enthusiastic, well motivated and work collaboratively. She organises weekly planning meetings which all staff attend and termly opportunities to observe the children. Children benefit from the key worker system, which supports the monitoring of their progress and the sharing of information with parents. The leader informally monitors the quality of teaching and appraises staff formally annually, when they identify future training. However, monitoring is insufficiently rigorous to identify areas for development within daily teaching practice.

Children receive good support during their activities from the maintenance of appropriate ratios and sufficient trained staff being present. Staff set up the shared hall each week to provide clear activity areas and a colourful and welcoming environment. The use of temporary fencing provides good opportunities for outdoor play, and the provision of free-flow from indoors to outside is under consideration. The committee and staff update and implement policies effectively and documentation is well-maintained. This supports the safety and welfare of the children. The setting meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the previous inspection the provider was recommended to update policies, produce written risk assessments, and to share children's development records with parents. The committee has introduced additional written policies relating to bullying and complaints. This informs parents about the provision and supports the children's welfare. Staff produce an annual risk assessment and a daily checks list is completed. The leader develops an action plan to ensure identified hazards are promptly dealt with. This helps improve the safety of the children. Staff now send children's development records home each term, followed by a meeting between parents and their child's keyworker. This ensures parents are well-informed about their children's progress.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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):

- improve security to effectively manage access to the premises
- include children's full names in the accident record.

#### **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 systems for monitoring the quality of teaching
- provide additional challenges and for more able children, such as opportunities to solve problems, and to develop physical skills through use of a wide variety of construction kits and tools.

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)