

Waingroves Pre-School

Inspection report for early years provision

Unique Reference Number	206896
Inspection date	30 January 2008
Inspector	Jennifer Getty
Setting Address	Waingroves Community Centre, Church Street, Ripley, Derbyshire, DE5 9TF
Telephone number	01773 749064
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Registered person	Waingroves Pre-school
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 satisfactory. 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?

Waingroves Pre-School opened in 1980. It operates from the Community Centre in the village of Waingroves, Derbyshire. There is a secure enclosed outdoor play area. The pre-school serves the local area and surrounding villages.

The setting opens five days a week during school term only. Sessions are from 09.00 until 12.00.

There are currently 25 children from three years to four years three months on roll. This includes 24 children who receive funding for nursery education. The setting currently supports children with learning difficulties and/or disabilities.

The pre-school employs two full-time and two part-time staff who work with the children. All the staff hold appropriate early years qualifications.

The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance. The pre-school is managed by a parental committee, who delegate day to day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is maintained because they are encouraged to follow good hygiene routines. They wash hands at appropriate times in the day such as before snack. Children are able to use the sinks independently and know to wash the germs off their hands. Staff wear gloves and aprons when changing nappies ensuring the procedure is hygienic and prevents cross-contamination. Children's health is promoted when they have an accident or become ill because the setting adheres to strict policies and procedures. There is a member of staff with a current first aid qualification present at all times and the setting has written parental permission for seeking emergency medical attention. Accidents are recorded in detail and signed by parents and there is an appropriate procedure for the administration of medication. Staff attend training for specialised medication and parents give prior written permission for its administration. However, records are not countersigned by parents to acknowledge the entry and, therefore, does not fully protect children's health needs. The risk of infection is minimised because there is a clear policy that ensures sick children do not attend the setting and they are cared for appropriately until parents are able to collect them.

The snack menu is displayed for parents and there is healthy range of snacks offered such as apples, bananas and sultanas. Water is always available and children help themselves to drinks as they wish. Children choose their drink at snack and develop good independence skills as they pour the juice into the cup themselves. Children learn about healthy eating and develop an understanding of how their bodies work during their time at pre-school.

There are plenty of opportunities for children to have fresh air and physical exercise. They play in the outside areas daily and are able to access a range of equipment such as bikes and cars. Children queue in their cars as they wait to go over the zebra crossing as children take turns in the role of traffic control person, holding up the lollipop sign or traffic lights. They have a good awareness of space as they manoeuvre their bikes and cars so they avoid bumping into others. Indoors, children have opportunities to develop their climbing, sliding and balancing skills as they use the climbing frame.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment which helps them feel secure and comfortable. They are welcomed by a member of staff and wait as a group before moving into the smaller room for register. Activities are attractively set out for children to use which encourages them to develop good independence skills as they quickly choose an activity after register. The rooms are organised into areas such as sand, water, construction, mark-making, role play and books. The book corner offers a quiet and comfortable place to rest or enjoy reading for pleasure. Toys and resources are suitable for the children's ages and stages of development, promoting children's learning and enjoyment. They are checked regularly for safety and cleanliness.

Children's safety is promoted because security is a high priority in the setting. Children are unable to leave unsupervised and the locked doors ensure adults cannot enter. Children are dropped off by parents in the hall and safely collected as staff identify adults before allowing children to leave the room. Risk assessments are carried out for the building and staff are very safety conscious as they supervise activities, however, the assessments have not been recently

reviewed or completed for all activities. This means that potentially not all hazards are minimised or assessed to further promote children's safety. For example, fire detection systems are not fitted, although children and staff know and practise the emergency evacuation procedure regularly.

Staff have a secure knowledge of their role in child protection and are able to put appropriate procedures into practice when necessary. There is a member of staff responsible for child protection and all current documentation is in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and enjoy their time in the pre-school. They are purposefully engaged throughout the session as they respond well to the routine and activities on offer. Staff plan and provide activities that meet the individual needs of the children and their varying stages of development. Children enjoy taking part in the organisation of the pre-school and shake the tambourine to indicate tidy-up time. They are confident to approach adults for support and enjoy talking about their home life with others. Staff are flexible in their routine and have a good understanding of the needs of a range of children's ages and stages in development.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and use their knowledge to effectively challenge children through careful questioning during activities. Planning works well to meet the needs of the different ages and abilities. It is detailed and ensures that all areas of learning and stepping stones are covered as part of themes and topics. Short term plans identify all activities and areas of learning, as well as, the learning objectives. Staff use observations to complete children's assessment records which are subsequently used to identify children's next steps of learning. The records of children's progress are supported with written evidence, photographs and examples of work. Planning is completed weekly so that it incorporates children's next steps of learning.

Children are interested and motivated by the activities on offer. They listen to staff and are confident to speak in a group, answering to their name at register and joining in with story time. Children show care and concern for others as they get tissues for friends and say 'I'm going to help her' in the doctor role play. They form good relationships with each other and older children begin to negotiate with each other during play, for example, they plan what the doctor will do next. Children understand codes of behaviour which results in them playing calmly together. Children say they use 'little voices inside and loud voices outside', they take turns, share and say 'please' and 'thank you'. They have a positive attitude to learning and respond well to the interaction from staff, for example, when playing in the 'shop' children respond to adults comments by smiling and saying 'you're welcome'. They are developing a strong sense of community as they recognise each other's differences and talk about friends and family. They are beginning to know some sign language and are developing an understanding of how it is used to communicate with others. Children make the sign for 'home' when it is time to leave.

Children enjoy reading for pleasure; they choose books from the shelves and sit on the cushions to read them, pointing to the pictures as they turn the pages. There are also opportunities for children to sit in a small group to listen to a story, as well as, in a large group before they go home. Children thoroughly enjoy recreating roles and experiences as they play in the shop.

They put the fruit and vegetables in baskets before going to the shop assistant to pay. Children use the cash register and tell the customer how much the food costs. They proudly show others what they have bought. Children are beginning to form recognisable letters and enjoy writing their name on their work. They use writing for a purpose as they make shopping lists. There are daily opportunities to develop their emergent writing skills as the mark-making area is set out with pens and paper, along with a range of equipment in the trolley. Older children are able to find their name card as they enter the building, however, children have few opportunities to recognise their name during the session. Planning highlights activities when children are able to link sounds to letters, although there are missed opportunities to explore this daily.

Older children can confidently count past ten and enjoy using numbers for purpose such as counting the number children at snack so that they have the correct number of plates. They confidently say '29p' for the price of an apple during the shop role play. Children regularly count and recognise numbers during activities, although there are fewer opportunities to develop an understanding of calculation such as adding, subtracting and grouping objects. Children playing with trucks and bricks in the sand identify the tallest and smallest towers. They enjoy exploring and playing with the sand and water as they pour water from jugs into large bottles and push the sand around with their hands. Children talk with staff about building and why people wear hard hats on their heads. They answer saying 'so they don't bump them' and other children excitedly add that racing drivers wear them too. They are developing an understanding of the world around them and why things happen.

Children construct large shapes with tubes and building sets, demonstrating good hand-eye coordination. They bang a giant bolt into a hole with a hammer and use spanners to loosen them. They sit in pairs banging hammers saying they are fixing 'an old wobbly house'. Children are developing an awareness of technology, for example, they look serious as they talk on the telephone in the shop and tap on the keyboard purposefully. Children have good fine manipulative skills, carefully directing and clicking the mouse to make a picture on the computer. They are able to express their feelings through a range of media and materials such as paint, play dough, sand and water. They enthusiastically spread the paint over the paper, mixing the colours and filling the whole page. Children regularly use their imaginations and enjoy sitting under the climbing frame as though on a pirate ship. They climb up pretending trying to escape from something in the water.

Helping children make a positive contribution

The provision is good.

Children feel secure and valued as staff listen to their views and respect their individual needs. They are developing good levels of self-esteem as they form strong relationships with staff. There is a suitable settling-in procedure whereby parents are able to stay with their child for a few sessions, ensuring younger children settle easily and quickly. Relevant information about children is obtained from parents that ensures they are able to be cared for appropriately, for example, information relating to health, religion and language spoken at home. They develop a good sense of belonging as they find their names for register, put their work on their named peg and are able to see their work on display. Children are treated as individuals and children with learning difficulties and/or disabilities are supported well by staff who take time to understand children's needs and ensure all children are included in the setting. The setting works well with other agencies to meet the needs of all children and help them make good progress.

Children's spiritual, moral, social and cultural development is fostered. Children learn about their local community through activities linked to themes such as doctors, shops and building work. They are developing a good awareness of the wider community and other cultures and beliefs as they celebrate a variety of festivals such as Chinese New Year and Divali. They enjoy hearing stories and tasting different food at snack. There is also a range of resources that reflect positive images of diversity in society. Children behave well and understand the 'golden rules' such as walking in the room. They play happily alongside each other, taking turns and sharing. Older children say 'it's your turn now' as they pretend to be doctors and patients. Staff offer encouragement and support and children respond well to their consistent approach. They enjoy collecting stamp rewards for good work and exchanging them for a treat when they have filled the card. They learn how to manage their own behaviour as staff use good strategies such as explanation and distraction, and children are beginning to resolve their own differences.

The partnership with parents and carers is good. Children benefit from the positive interaction between staff and parents and the consistent sharing of information. There are opportunities for staff and parents to exchange information about children on a daily basis ensuring that their immediate needs are met. There is a parents' information pack that includes relevant details about how information is shared, the setting and relevant policies and procedures. The notice board displays important notices relating to the care of those attending including staffing, and policies for sick children and behaviour. There is a notice informing parents of the current theme and how they can extend children's learning at home. The detailed complaints procedure informs parents about how to resolve concerns ensuring that children's needs and welfare is promoted. Children's progress is shared with parents during open mornings and through reports that are sent home twice a year. Parents are able to view their children's records and talk through the progress made and their next steps with the child's key worker, promoting children's learning and development.

Organisation

The organisation is satisfactory.

Overall children's needs are met. They are cared for by qualified and enthusiastic staff who take an interest in children's welfare and learning. There are clear recruitment procedures to ensure that children are supervised by suitable adults who have been vetted. The induction pack and procedure ensures that all staff are fully aware of the setting's policies. There is a key worker system in place to ensure that each child's progress and welfare is carefully monitored and their needs are met. Children's enjoyment, safety and welfare is promoted because the staff appraisal system identifies staff's strengths and training needs.

Time and space is organised well to promote all outcomes for children. The daily routine helps children feel secure but is flexible to allow children to complete activities. The space is organised so that children can move freely between activities allowing them to self-select and develop their independence. Staff move around the activities to provide support to children and offer useful interaction to develop play. Documentation is well-maintained and there is an accurate record of children's hours of attendance, as well as a record of visitors and staff. However, not all committee members have had the appropriate checks, potentially compromising children's safety and welfare. This means that the overall judgement for care is satisfactory.

Leadership and management is good. The staff work well together to promote outcomes for children. The setting's strengths and areas for improvement are carefully recorded in the action plan which identifies action to be taken and review dates. Staff regularly discuss and monitor the provision of nursery education. Planning and activities are evaluated on an informal basis,

however, important notes are recorded for future reference. The setting receives good support from the committee and has formed strong links with the local authority, demonstrating a commitment to the improvement of care.

Improvements since the last inspection

At the last inspection, to improve the standard of care, the setting was asked to ensure that all documentation refers to current legislation and is shared with the committee and parents.

All policies and procedures are up to date and refer to current legislation. They are reviewed regularly and they are accessible to parents and committee members, promoting children's welfare.

At the last inspection, to improve the standards of nursery education, the setting was asked to develop the planning to incorporate children's future challenges and develop the assessment records and share them with parents.

Staff identify children's next steps of learning through observation and use these to inform the planning each week. Children's achievements are recorded and the evidence is provided, for example, written evidence, photographs and examples of work. Parents are able to access the records and there are opportunities to discuss their child's progress with the key worker during open mornings. This works well to promote children's learning and development needs.

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 satisfactory. 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 parents sign the record book to acknowledge the administration of medication
- ensure risk assessments are reviewed and fire detection equipment is readily available
- inform the regulator of any changes to the registered person with particular reference to all committee members

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):

- continue to develop daily opportunities for children to link sounds to letters and recognise their name
- provide further opportunities and challenges for children in calculating during daily activities.

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