

# Worfield Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	224228
<b>Inspection date</b>	27 November 2007
<b>Inspector</b>	Mary Anne Henderson
<b>Setting Address</b>	Worfield Primary School, Main Street, Worfield, Bridgnorth, Shropshire, WV15 5LF
<b>Telephone number</b>	01746716606
<b>E-mail</b>	
<b>Registered person</b>	Worfield Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Worfield Pre-School was registered in 1997. It operates from a single storey demountable classroom within the grounds of Worfield Primary School, in Shropshire. The pre-school serves the local and wider areas.

There are currently 17 children on roll from two years to under five years. This includes one funded four-year-old and one funded three-year-old. Children can access a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school opens Tuesdays and Thursdays from 09:00 to 15:00 and Mondays, Wednesdays and Fridays from 11:30 to 15:00 during school term time.

There are four members of staff working with the children, all of whom have early years qualifications to NVQ Level 2 or 3. The pre-school receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children are learning about the benefits of a healthy lifestyle. They enjoy a good range of outdoor activities and use a broad range of small and large equipment to develop their muscles. For example, they climb, balance, run around in the fresh air, ride on their tricycles and play ball games with their peers and the staff.

Children enjoy playing in an environment that is well maintained and clean. The children wash their hands after painting, after visiting the toilet and before they eat. The staff keep areas hygienically clean using anti-bacterial cleaners. Children's welfare is well maintained because the staff are first aid qualified and they have sought written parental permission to seek emergency medical treatment or advice for all children on roll.

Children learn about healthy eating because they eat lots of fruit such as bananas, oranges and apples at snack time. They also enjoy drinks of water, milk or juice with their snacks. However, children do not have free access to fresh drinking water throughout the session, which possibly compromises their health. Parents provide for their child's meals. Children enjoy social interaction with their peers and the staff during snacks and meal times as they talk about their family life and practise singing their Christmas songs together.

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

The provision is good.

Children's welfare is promoted well because the staff have attended child protection training. They know what to do and who to contact should they have a concern about a child in their care and they have the current Local Safeguarding Children Board contact numbers at hand. There is a comprehensive child protection policy in place to keep parents informed of procedures.

The safety of children is well maintained and a high priority at the pre-school. Staff ensure areas are safe for the children before they arrive and they use a comprehensive risk assessment format which includes areas, equipment and toys. The children learn about personal safety through activities and by having visitors to the pre-school. For example, children have visitors to talk to them about 'stranger danger' and how to cross the road safely. Children are also involved in regular fire evacuation practice with the staff.

Premises are very welcoming for parents and their children. There is an informative notice board in the entrance hall which provides information about policies and the complaints procedures. There is also a range of children's work on display for parents and their children to enjoy. This promotes children's sense of belonging. Children use a range of equipment and toys suitable to their age and stage of development. The layout of the space is favourable to children's learning. For example, resources are low reach and labelled to encourage children to access them freely thereby promoting their confidence and independence.

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

The provision is good.

To support the development of younger children, the staff have attended training on the 'Birth to three matters' framework. Key workers observe the children and use the development cards

to ensure young children are progressing well in all areas of learning. Children share and turn-take with their peers and the younger children are keen to help each other at tidy up time. They are well behaved and they have regard for each other. The younger children are involved in a good range of free play and planned activities. For example, they enjoy stories and imaginary play with the home corner resources. They also enjoy playing with the puppet theatre and they enjoy finding out about the world around them as they explore their environment. The younger children are supported very well by the staff who are experienced, warm and caring and spend much of their time directly with the children as they play.

## Nursery Education

The quality of teaching and learning is good. Children access a good range of resources because most are stored at low level and kept in labelled boxes thereby encouraging them to make their own choices during child-initiated play times. Children investigate their surroundings during these times, helping themselves to the dolls and other home corner play resources, the musical instruments and a range of construction toys. Children are confident and chat to their peers as they play with the resources. For example, they say 'it's my mummy's birthday today' cutting up the play birthday cake for each other. They enjoy being responsible as they help each other to tidy up before snack time. Children find out about the world around them as they explore a range of festivals around the calendar year including Chinese New Year, Halloween, Christmas and Easter. They explore imaginary play as they use the play organ and guitar in the home corner.

Children access books in an inviting comfortable book corner where they can relax with their peers. They sit and concentrate well during circle times. Children listen and take it in turns to talk, supported by the staff. Older children write their name on their work. All children practise handwriting during focus times as they use sheets that encourage them to write letters and numbers, thereby building their knowledge of the alphabet and numbers from one to beyond 10. Children do not always have access to an interesting and well-resourced writing area during child-initiated play times. This possibly compromises their learning. Children enjoy counting up to 16 together, as they count out how many girls and boys are at the pre-school today. The children enjoy joining in with stories during story time with the staff. They know and can predict the story endings. Children explore shape, space and measure as they enjoy playing with sand, water and undertaking cooking activities. Children look at the concept of time as they plant seeds and flowers and watch them grow over time. They also explore time as the sand timer is used at various activities, showing the children how to take turns fairly.

Children are finding out about the world around them as they explore and investigate their surroundings. They go on local walks to look at the wildlife and trees. They also enjoy outings to places of interest such as the Wyre Forest, where they explore their surroundings and use a range of large play equipment. They have also visited the fire station as part of looking at people who help us. Children enjoy making three dimensional creations with junk and glue and enjoy making Christmas crackers to take home to their families. Children look at and identify the uses of every day technology through planned and spontaneous activities as they use the computer which helps them to explore sound, colour, words and mathematical concepts. They look at equipment for weighing and baking and they play with tills and telephones during imaginary play. Children have a good sense of space as they move around their indoor and outdoor areas whilst having regard for others. They climb and balance on the small and large equipment to develop their small and large muscles. Children also enjoy using a range of tools such as knives, cutters and scissors. Children enjoy music and movement as they listen to music tapes during indoor physical play. The children have made their own musical instruments.

Staff are very good role models for children. They praise the children as they tidy up or help each other with jobs and they encourage children to take turns at listening and talking. The staff spend much of their time directly with the children, joining in with their play during child-initiated play times and asking them open-ended questions to extend and consolidate their learning. The staff team have a sound understanding of the Foundation Stage of learning and they are suitably experienced and qualified. They know that children learn through play and they provide sufficient time, resources and equipment to extend children's learning and promote progression. However, the staff do not always ensure the children have access to an accessible well-resourced writing area during child-initiated play times, thereby possibly compromising this area of their learning. Staff work well as a team and meet regularly to discuss issues about the curriculum and the children attending. Planning and assessment is good. The planning is informed by what children can already do and the areas the children need to develop further. There are good strategies in place to support children with learning difficulties and/or disabilities or those who speak English as an additional language. The staff have current and previous experience of caring for children who need further support in these areas and they would seek the support of parents and other professionals to ensure consistency and the inclusion of all children on roll.

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

The provision is good.

There are positive relationships between the parents and the staff. Parents receive verbal feedback about their child's time at the pre-school as they drop off and pick up their child. Parents can stay and settle their child in at the start of the session. They access an informative notice board which displays the policies and procedures, a range of information about the 'Birth to three matters' framework and other relevant, interesting leaflets.

Partnership with parents and carers is good. The staff keep the parents informed about their child's developmental progression through discussion, meetings with the key worker and through free access to their child's development file. All parents receive the group's prospectus which outlines their aims and objectives. Parents also receive a regular newsletter to keep them up to date with issues and relevant information including current themes and festivals and any fund-raising events.

Children are well behaved and respond positively to strategies used by the staff. For example, children are praised for their efforts and they receive reward stickers and certificates of merit for positive behaviour. This promotes their self-esteem and gives them a sense of belonging. Children have regard for their peers and are able to share and turn-take with the resources. They explore festivals through creative activities. For example, they try different foods from around the world, paint and draw pictures as they learn about Christmas, Easter and Chinese New Year. The children play with a range of resources and toys that positively reflect diversity, including dolls, books and dressing up clothes. There are good strategies in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. Staff work closely with parents and other professionals to ensure consistency and the inclusion of all children on roll. Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Leadership and management is good. Staff attend regular training supported by the management. This has a positive impact on the children's care and education. The provision for education is monitored by the staff, however the management and staff have not effectively evaluated children's activities to show any strengths and weaknesses within the education provision, thereby possibly compromising children's learning. Staff talk to parents at the time of entry, observe children at play and forward plan for children's individual needs to ensure progression throughout their pre-school years. All staff and the management have a good understanding of the concept of equality of opportunity and they work well together to ensure the inclusion of all children. Overall, children's needs are met.

The children are cared for by staff who are qualified and experienced. Staff working directly with the children are warm and caring. Procedures for the recruitment and vetting of staff are good thereby ensuring children's welfare is maintained. Documentation is kept up to date and signed by both parties, including accident, incident and medication records. The register shows attendance of children and the staff and all visitors are required to sign the visitors book after their identity has been thoroughly checked. This maintains children's welfare and safety. Policies of the setting are regularly updated and made available to the parents because they are displayed in the pre-school entrance foyer.

## **Improvements since the last inspection**

At the time of the last inspection the group was asked to address a number of recommendations. The group was asked to provide sufficient challenges for more able children to develop their writing skills and provide practical opportunities for children to use writing. They partly addressed this by ensuring the children have access to dot-to-dot pictures, the computer and magi-boards to write on during child-initiated play times. However, the children do not have access to a well-resourced designated writing area during these times, which possibly compromises children's learning in this area of their development. The group was also asked to provide opportunities for children to recognise and explore different sizes. The group addressed this by purchasing more resources such as building cubes to use as a comparison with the mega blocks, which are bigger. The children now explore size through comparison of different resources available to them.

The group was asked to ensure washing procedures used comply with the Environmental Health Department's good hygiene recommendations. The group addressed this by no longer encouraging children to share a bowl of warm water to wash their hands with after messy play. The children now use the sink in the toilets to clean their hands after messy play and outdoor play, thereby improving procedures and meeting requirements. The group was also asked to ensure confidential records are stored securely, ensure the required documentation of all staff's identity is kept on file and to include Ofsted's details in the complaints policy. This was addressed by the group. They now keep confidential records including updated information kept on the staff in a locked filing cabinet on site. The complaints policy was updated to include the address and phone number of Ofsted the regulator and made available to all parents. Children's safety and welfare is now well maintained.

## **Complaints since the last inspection**

Since 1 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 access to fresh drinking water at all times.

#### **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):

- provide a well-resourced writing area for children during child-initiated play times
- improve the programme for the identification of strengths and weakness within the education programme.

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)