

# Warwick Community Playschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	220252
<b>Inspection date</b>	10 December 2007
<b>Inspector</b>	Susan Tuffnell
<b>Setting Address</b>	Warwick Primary School, Dulley Avenue, Wellingborough, Northamptonshire, NN8 2PS
<b>Telephone number</b>	01933 279266
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<b>Registered person</b>	The Trustees of Warwick Community Association
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Warwick Community Playschool opened in 1990. It operates from shared accommodation in the reception unit of Warwick Primary School in Wellingborough, Northamptonshire. This is a temporary arrangement while alterations are carried out to the pre-school building in the school grounds. The pre-school is part of the Warwick Community Association and serves the local area.

The pre-school is currently running at full capacity. All the children attending are in receipt of Government funding. Children attend morning or afternoon sessions. The pre-school opens five days a week during school term times. Morning sessions are from 08:50 until 11:20 and afternoon sessions are from 12:50 until 15:20.

Three full-time staff work with the children and they are all on training for a recognised early years qualification. The reception class teacher is the qualified person and oversee all aspects of the pre-school. The pre-school receives support from the Northamptonshire Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children learn the importance of personal hygiene through well-planned daily routines which encourage their independence skills. Children have an awareness of how and why we wash our hands and when it is important to do so. For example, before meals and snacks and after messy activities. The positive role modelling of staff contributes to the children's understanding of health care. The children are protected from infection through effective hygiene routines which are practised by the staff. For example, clean, well-maintained toys and equipment. Staff are well informed about children's health issues and records and documents are in place to support this. One member of staff holds a first aid certificate. She is supported by trained staff within the school who are confident to administer first aid to the children, to ensure they are cared for appropriately. Children's understanding of personal care is extended with the effective planning of topics.

The children are appropriately nourished. The setting provides children with regular drinks and snacks that are nutritious, comply with their dietary and religious needs and offer variety and choice. At snack time the children chose between at least two types of fruit. For example, apples and tangerines are available. Snack times are relaxed occasions when children sit together around the table to enjoy their food and each other's company. Children help themselves to a carton of milk. They also have a choice of juice or water in jugs which they are able to pour themselves. A pleasant, happy and social occasion is created for the children to encourage their social skills and table manners. Pre-school children and reception children are keen to help each other with snacks and drinks and converse happily.

The children enjoy varied opportunities to experience physical activity and develop their skills. Their physical development is encouraged and promoted through regular physical play, both indoors and outside in the fresh air. Children are able to use the outside space freely. The covered play area ensures all weather access. There are various activities outside such as a large static chalk board, sand tray and hoops. Outside activities are changed regularly to promote children's interest. Children are especially interested in the water tray containing different coloured rice. They enjoy using their hands to scoop up the rice and fill different size containers. Children have lots of opportunities to use their bodies in various ways as they practise cutting skills, use writing implements and small tools. They play with small world figures, play dough, manipulate jigsaws and build models with construction materials. Children have regular exercise in the school hall as they dance and take part in music and movement.

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

The provision is satisfactory.

Children's safety is a priority within the organisation of the group. Health and safety checks are carried out and all the staff share in the responsibility for keeping children safe. The playrooms are organised with designated areas for activities and children are able to move safely and freely around activities. Well implemented safety and security precautions are in place to promote and safeguard the children's welfare such as the safe arrival and collection of children. Suitable safety measures are in place to protect children such as fire safety equipment and a security system at the entrance to the school.

Children use a range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are well-planned and organised throughout the setting with child height storage units to encourage children to become independent and gain safe access to resources. Children play an active role in their own safety. They help tidy toys and equipment at the end of activities. Most equipment and activities are attractively presented to help children learn to respect and look after their resources. However, children do not use the book corner, although this is well resourced with a wide variety of books. The overall environment throughout the setting is child orientated, although the lack of the pre-school children's work on display, impacts on the children's sense of worth and pride in their own work.

Children's welfare is safeguarded and promoted through policies and procedures for the protection of children. Staff have knowledge about safeguarding children and have completed recent training. The good practice of the staff ensures that any concerns are dealt with in a sensitive and confidential manner.

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

The provision is satisfactory.

Children are happy, content and secure. They confidently access the interesting and challenging range of activities and are forming secure relationships with staff and other children. Staff have an awareness of planning for the 'Birth to three matters' framework. There are no children attending the provision under three-years-old however, staff have due regard to planning activities in line with this framework and have a secure knowledge about what younger children can learn. All children are given good support and encouragement from staff to help them settle and fully participate in the activities.

Children are absorbed, engaged and happy in the activities provided. They are beginning to take the initiative and be self-sufficient within their learning by choosing activities and accessing resources for themselves. The children are interested and motivated to learn. They maintain attention, concentrate and sit quietly when appropriate. For example, children chat quietly together as they wait for staff instructions at the end of the session. Children enjoy the company of their peers. They invite others into their play experiences, share resources and help each other with tasks. Behaviour is generally good as children settle into routines and understand what is expected of them. Staff ensure children have purposeful opportunities to learn through play and to develop skills at their own pace. However, group times are very limited and staff do not have opportunity to structure learning appropriately and to observe and record children's progress, in a group situation.

#### **Nursery Education.**

Children enjoy using language in their imaginative play and during some group discussions. However, the children's enjoyment of using books is marred by a book corner that is not well used and few children were observed using this area for pleasure. Children attempt writing for a variety of purposes using different forms. There are plenty of opportunity for mark-making. For example, pencils and paper are freely available at most activities, black and white boards are situated in play areas and the environment is rich with the written word through extensive labelling and information posters. Children have a growing concept of numbers as they count boys and girls and calculate how many are present. The well resourced maths area gives children opportunities to sort, match and sequence colours, shapes and numbers. Staff provide children with opportunities to extend their knowledge and understanding of the world around them. For example, the children investigate objects and materials, using their senses, find out about

and identify features of natural objects and events they observe. They look closely at similarities, differences, patterns and change as they investigate evergreen plants. Children identify Yew, Cyprus, Holly and Pine branches using a magnifying glass. They match these to the corresponding picture and word. Children touch the branch to express how it feels and identify differences. The children know about some of the uses of everyday technology. They use Information Communication Technology to support their learning. The large interactive screen provides endless opportunities for children to select learning programmes independently. Children are able to be creative. They express their own ideas and feelings through art, music, dance, role play and imaginative play. The children explore colour, texture, shape, form, and space in two or three dimensions through construction, junk modelling, play dough and collage designs. Children enjoy taking part in group activities such as singing and action songs.

Staff use some information gained from assessments to move children to the next stage in their learning. For example, tick charts and observations in note form are being used at the moment which sometimes link to the stepping stones. These have not yet been amalgamated into the children's achievement files. A system is used to identify children's entry profile and starting point which is shared and discussed with parents. The assessments do not give clear evidence of the children's progress and are not used to inform future planning. However, the care of the pre-school children moving into the reception class took priority for staff. Observations are on-going regarding the children's sense of security and the interactions with the reception children.

The quality of teaching and learning is satisfactory. A consistent staff group has a positive impact on children's confidence and security through the key worker system. Appropriate settling-in procedures build on this giving children confidence to participate in activities. Staff know the children well and create a satisfactory balance of adult-led and child-initiated play. This gives children the skills to succeed in most given tasks. Staff are good role models and inspire, praise and encourage children to try things for themselves. Staff are enthusiastic, patient and caring and this impacts greatly on the children's enjoyment and learning. However, there are weaknesses in the planning of the environment. The lack of a display area for children's work does not help children feel their efforts are valued and this impacts of their self-esteem and confidence.

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

The provision is satisfactory.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children take part in a range of activities of both familiar and unfamiliar festivals and celebrations. For example, Christmas is celebrated with songs, art and craft work and participation in the Nativity story, to increase their understanding of the Christian religion. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a secure understanding of the needs of others. Children's spiritual, moral, social and cultural development is fostered. Children are valued and respected as individuals and their individual needs are well documented and implemented. Children thrive in the environment where they are free from any type of stereotyping. Staff are clearly committed to supporting children in order to meet their differing needs. Pre-registration forms gain information from parents about their children. The staff are pro-active to ensure that appropriate action is taken to support children with identified needs. All children are included in activities with support from key staff and advice from other professionals. Documentation is in place ready to implement as needed.

The children are settled and happy in their care environment. They are confident in their surroundings and with both the pre-school and teaching staff, their peers and the reception children. They benefit from the calm and supportive approach from the staff and learn right from wrong through careful explanation and consistency. Praise and support helps them develop their confidence and self-esteem. Children are gaining a worthwhile understanding of the boundaries within the setting and respond to direction from staff with a positive attitude. Children share in the responsibility for their own behaviour as they learn to listen to others and be kind to their friends.

Partnership with parents is satisfactory and contributes to the children's sense of belonging, security and well-being. A friendly, informal relationship with parents contributes to children's well-being. Daily conversation with parents and written policies give parents some information about how their children are cared for. Children arrive happily at the setting. Staff are available to talk to parents in a friendly relaxed environment. Parents receive some information for example, regular newsletters keep them informed of planned events. However, staff are not evaluating the children's progress in a way that is consistent and effectively identifies the children's next steps. My 'learning journey' folders and progress reports for parents are not filled in and information gathered from observations is not collated in a worthwhile way to show children's level of understanding. This means that essential information is not shared with parents to keep them fully informed about the educational programme and the impact of this on their children's progress and achievements.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. The supervisor fully involves staff in the decision making and planning processes. Staff meet regularly for a working lunch where they discuss future planning. All decisions are agreed with the reception class teacher before being implemented, as the pre-school supervisor is not yet qualified. The reception and pre-school children mix well together and share the three inter-connecting rooms. The reception class teacher is responsible for all aspects of the reception class and pre-school including supervision and appraisal of staff. She is supported by the head teacher and a secure staff group. Pre-school staff have a satisfactory knowledge of the National Standards which they apply throughout the pre-school and are involved in updating their policies and procedures in line with current legislation. There is a commitment to assess the strengths and weaknesses of both the setting and the educational programme. A self-evaluation was completed in September 2007 just after the pre-school children joined the reception class. This was carried out with the support of the development officer. An action plan with a time-line for improvements was put into place. Many of the issues raised will not be resolved until the pre-school go back to their own building.

The supervisor and staff work well together and have built a strong staff team. An inclusive environment has been created which clearly shows that each child matters.

Organisation of the playrooms with designated areas for different activities maximises the play opportunities for the children. Good use of low-level storage units enables children to develop independence and contribute to the safe organisation of their own environment. Children are able to take part by helping to tidy away items in the appropriate marked containers and shelves. Satisfactory organisation of all records and documents ensures children's welfare is safeguarded. All complaints are logged and procedures carried out effectively to ensure that children are fully protected. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the pre-school was asked to: ensure that there are effective procedures in place for appointing and vetting staff and for checking that staff are suitably qualified and/or experienced to work with children; develop an action plan that sets out how staff training and qualification requirements will be met; plan a range of activities and play opportunities for children to use their imagination in art and design; develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time; ensure staff have regard to the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs and ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee procedures.

There are effective procedures in place for appointing and vetting staff. All staff hold current CRB clearance. The staff group are all on training to obtain relevant qualifications and the recruitment of a suitably qualified pre-school supervisor is underway. The reception class teacher oversees all aspects of the setting as the qualified person. One member of the pre-school staff has a current first aid qualification and the remaining staff will train in the near future. The school has many first aid qualified staff to support the pre-school. All staff have due regard for the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs and the Safeguarding Children procedures and guidance are in place to ensure children are protected.

## **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 satisfactory.

## **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 that the pre-school children are able to display their work

### **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):

- improve children's use of the book corner to develop their pre-reading skills and their enjoyment of books
- ensure that the children's assessment folders are updated regularly and shared with parents and that tracking children's progress links securely to the stepping stones and early learning goals
- ensure that the pre-school children have their own group times so that staff can structure learning appropriately, observe and record their progress and maintain a separate identity from the reception class
- ensure that parents receive regular information about planning and the educational 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)