

Worthington Pre-School

Inspection report for early years provision

Unique Reference Number	EY222181
Inspection date	24 January 2008
Inspector	Patricia King
Setting Address	Worthington Primary School, Main Street, Worthington, Ashby de la Zouch, Leicestershire, LE65 1RQ
Telephone number	01530 222319
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Registered person	The Trustees of Worthington Pre-School Group
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 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?

Worthington Pre-School is managed by a committee elected from parents and carers. It opened in 1996 and operates from the school hall within Worthington Village School. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Monday to Thursday mornings from 09.00 until 11.30 term times only. All children share access to the school playground for outdoor play.

There are currently 18 children aged from two to four years on roll. Of these 11 children receive funding for early education. The pre-school is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of staff all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well-being is promoted effectively in the setting. They are learning how to keep themselves healthy by having good personal hygiene and self-care routines. For example, they explain the importance of daily routines, such as washing their hands after using the toilet and before handling food. Most children place their hands in front of their mouths when coughing and sneezing to prevent germs spreading. Staff demonstrate good role models, for example, they talk to children about why they are wiping down tables and surfaces to get rid of the dirt and germs when changing activities and preparing for snacks. Sound policies and procedures are consistently followed by staff to take appropriate action in the event of an accident and to administer any necessary medication. Children are further protected from infection by the clear policy that they must not attend when ill or infectious.

Children benefit from the healthy eating programme promoted at the setting. A nutritious daily snack such as fresh fruit is provided and children are frequently offered different tastes to try. For example, most children were eager to taste the jelly like Lima tried in the story they are reading. Healthy eating, food values and diets from other cultures are explored and sampled in the planned activities and snack time which means that children are sharing and learning about diet and food from around the world. Careful attention is paid to meeting all individual dietary and health requirements.

The daily routines are well organised and arranged to provide opportunities for children to take part in a range of activities indoors and outside. Children are eager to go outside where activities reflect all areas of play. Play equipment such as bikes and rockers, and climbing, balancing and throwing opportunities are planned and presented effectively to promote the physical learning and development of the children. The outdoor environment is used skilfully to present role play, craft and imaginative activities such as painting a large mural on the playground wall. Children are encouraged to dress themselves for going outside and staff ensure that all children are prepared for the weather conditions. This means that children are learning about caring for themselves when outside and the outdoor environment is used effectively to promote children's health and well-being as they play and learn.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming secure environment created daily within the school hall and outside in the school playground. The group are permitted to use a fixed notice board for their displays and staff take great care to create a colourful, stimulating environment where children are encouraged to learn and develop their sense of belonging. For example, interesting and creative displays of numbers, shapes, colours, letters and positive images are placed around the walls at child-height. These are used effectively by staff and visited frequently by children to practise counting, point out letters and sounds. Children have easy access to a good range of developmentally appropriate resources and child-sized furniture which is arranged to promote independence and choice safely.

Staff conduct a daily risk assessment to ensure the environment is safe and robust security systems ensure that hours of attendance are carefully monitored and all visitors are supervised. There are good systems in place to confirm that children are only collected by their parents or

other adults by prior written arrangement. Children are learning to keep themselves safe indoors and on outings. For example, they keep simple rules such as no running indoors and walks into the local community are used to practise road and traffic safety. Staff recognise and praise safe behaviour and children respond positively to gentle reminders when needed. Children's safety and welfare are effectively promoted because the staff have sound knowledge of their child protection responsibilities and know whom to share their concerns with both in the setting and externally.

Helping children achieve well and enjoy what they do

The provision is good.

Staff take great care to establish children's individual details and needs and parents are encouraged to settle their children into the pre-school environment. This means that staff know the children well and develop good relationships with them and their parents. Staff are skilled practitioners who use their experience and appropriate early years guidance such as the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' to plan a wide range of interesting and challenging activities indoors and outside. Children are familiar with the daily routines and move confidently between independent play and adult-led activities. A good range of quality toys, activities and resources are used imaginatively and effectively to provide positive opportunities for children to develop and learn. For example, children enthusiastically join in the story of 'Lima's Red Hot Chilli Pepper' and are keen to engage in the diverse range of activities offered for them to create, explore and experiment with tastes, textures, shapes and colours associated with Lima's adventure. They are proud to show adults and visitors their pictures, collages and story books which promotes their self-esteem as they play and learn. They are taken on outings into the local community, for example, to shops, parks and the historic round-house prison in the village which means that children are learning about the world around them.

The quality of teaching and children's learning is good. Children are making good progress towards the early learning goals. Children are confident and demonstrate a sense of belonging because they enter the playgroup happily and settle into the activities and daily routines with interest. They have confidence to select and carry out activities independently and work with others to develop and extend play and involvement. For example, they worked together sharing the trains and wagons to connect long freight trains that they negotiated around the tracks. Children have confidence to talk to visitors explaining how the trains connect, eagerly show their work on display and the photos of them at play which promotes their sense of worth and self-esteem. Children are learning good manners and respect for each other in social settings, such as meal times and respond well to the positive role models displayed by staff, for example, they are encouraged to say 'please' and 'thank-you'. Children are learning about other cultures and lifestyles through an informed and interesting range of activities. Such as finding out about other lifestyles, practices and significant occasions from visitors who bring food and clothes to share with the children and help them learn about other people living in the wider world. This means children are developing an awareness and understanding of the world and their place in it.

Children listen intently to a familiar story in a small group adding their comments and observations, for example, they enthusiastically joined in the story of 'Lima's Red Hot Chilli Pepper' saying what she tried next to cool her mouth and confidently informed the staff member reading the story that not all peppers are red or hot. Some older children independently select and handle books carefully and the well-resourced book display is frequently visited and used independently. Children use language confidently to talk about their families, their play and

in social situations, for example, a child questioned why the staff member did not play the taped music with the song and others eagerly talked about the jelly they made the previous day. Most children recognise their own names and use the many mark-making opportunities to practise their early writing skills. Children are consistently encouraged by adults to develop their mathematical learning in well-planned enjoyable, practical activities such as separating and counting the jelly cubes, using different sized and shaped containers for the jelly moulds, cutting and talking about the shapes and sizes of the materials used to make their story books and collages. Staff are skilful at using such opportunities to promote mathematical language and use the many number lines and counting opportunities around the room to practise and affirm counting. Children confidently count up to 10 in rhymes, stories and every day activities and some up to 20. For example, after counting up to 10 a child used his feet and informed the staff member he also needed to use his ears for two more to count up to fourteen. This means that opportunities for the children to make progress in mathematical development are captured well.

Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display. For example, they are making a collage Lima's story depicting the different things she tried to cool her mouth. They investigate objects and materials by using all of their senses, for example, they explored what goes in, under and on the sea in interesting and innovative ways. They touched and smelled squid and experimented with oil and soapy water to see the effects on feathers which also means they are learning about the environment and how to preserve it. They have found out how oil is formed in the earth's layers and made a collage to illustrate the layers of different types of rock which means they are learning about changes in the world and helps them develop a sense of time. Children regularly take part in fund raising events which means they are becoming aware of the needs of others. Children use small tools and materials such as paint brushes, scissors, glue spatulas and spades with confidence and skill. They move around the room safely and have careful regard for other's space, for example, when moving between activities or packing the toys away they move safely and negotiate space well. Children are learning to use musical instruments to mark time and experiment with sounds and rhythm. They have easy access to props such as puppets and dressing up clothes to support imaginary play. A wide variety of painting techniques such as sponges, rollers, shapes and tools to print are used imaginatively and enjoyed by all children.

Staff are qualified, experienced and have good understanding of the Foundation Stage and how children learn. They consistently observe and note what children can do and records of children's achievements are kept up to date efficiently by the leader. This means that staff know the children and their individual stages of learning very well. This information is used to inform planning thus enabling clear aims and challenges to be identified for children's next steps in learning. Staff work as a cohesive team and are skilful at presenting activities and topics to promote different areas of learning which means that children's interest and skills are fostered well and they make positive progress. Children behave well and respond confidently to praise, encouragement and the consistent good role models displayed by staff

Helping children make a positive contribution

The provision is good.

Staff know the children well because care is taken, at the time of enrolment, to establish children's individual details and requirements and keep this information up to date. Parents confirm that they feel fully informed and included in the care and development of their children. The pre-school prospectus outlines the operational and business arrangements and includes

helpful information about how children learn. Suitable systems are in place for staff to work in partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting.

Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys, sharing and taking turns. The behaviour management statement clearly informs how acceptable behaviour is promoted, however, the statement does not explain how the setting manages incidents of bullying. Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of meal times to explore different diets and cultural practices and celebrating significant events in the lives of others.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children receiving early education is good. Parents are welcomed at the group and report that they feel involved and included in their children's development and learning. They receive a comprehensive prospectus that includes detailed information about the Foundation Stage of learning, the operational and business arrangements. Parents spoken to report that they are well informed and fully included in their children's learning and time spent at the pre-school and are given helpful guidance to support their children's learning at home. They feel that any concerns would be taken seriously and know who to report any concerns to within the setting and Ofsted. Parents are asked to share what they know about their children's development when starting at the group, however, this focuses upon their care needs. There are no systems established for parents to share what they know about their child's stage of learning when they enter funded education. This means that staff cannot effectively build on parent's input to progress children's learning at this stage.

Organisation

The organisation is good.

Robust systems are in place for the recruitment and vetting of staff which ensures that all adults working with the children qualified and suitable to do so. However, the provider has not ensured that Ofsted are effectively informed of relevant changes, such as the committee, which means that appropriate vetting and suitability clearances are delayed. The environment and routines are organised effectively to promote children's care and welfare indoors and outside. Staff establish good relationships and have effective communications with the children and their parents. This means that children settle well and gain confidence to fully participate and benefit from activities that positively foster their welfare and development. New staff undergo an appropriate induction procedure and training is positively promoted for all staff. All legally required documentation which contributes to children's health, safety and well-being is in place and most documents in the comprehensive range of policies and procedures support the safe and efficient management of the setting. Overall the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management for early education is good. The registered body is a parent's management committee providing good support to the leader and her staff. The leader is well qualified, experienced and has a positive vision about how to provide a quality service to children and their parents to meet their individual needs. She organises her staff and resources effectively to present the activities she plans for children to learn through their play

in interesting and innovative ways. She knows her staff well and promotes training opportunities for them to keep up to date and continually improve their knowledge and practice, for example, the Early Years Foundation Stage. She has established robust and thorough systems to monitor and evaluate the delivery of care and early education within the pre-school which means that all children are challenged in their learning.

Improvements since the last inspection

At the last care inspection the provider agreed to develop and implement an action plan detailing how at least half of all childcare staff will hold a level two qualification in childcare. The action plan has been fully implemented as all staff are qualified to level two qualifications in childcare and half of the staff now hold appropriate level three qualifications.

At the last nursery inspection the provider agreed to review and expand the system of assessing and recording children's developmental progress and to review the organisation of the session to ensure that children's interest is sustained. Observations of what children can do are effectively recorded by staff and used to inform planning so that all children are supported and challenged according to their individual learning needs to make steady progress through their stepping stones and their interest is sustained. The provider also agreed to increase the use of practical activities and opportunities that encourage children to attempt writing for a purpose and further develop mathematical skills. Children are provided with such opportunities, for example, in role play, making and writing in their own story books, simple cooking activities where they calculate and measure ingredients and spontaneous use of the numbers displayed around the playroom.

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):

- ensure that the written statement on behaviour management states the methods used to manage children's behaviour with regard to bullying

- ensure that Ofsted are informed in writing of significant changes, in this case the committee members of the setting, at the earliest opportunity.

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):

- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities when entering funded education to establish what children can already do and inform planning for what they need to do next.

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