

# Waverton Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	304995
<b>Inspection date</b>	14 January 2008
<b>Inspector</b>	Suzette Butcher
<b>Setting Address</b>	Waverton Primary School, Common Lane, Waverton, Chester, CH3 7QT
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<b>Registered person</b>	The Trustees of Waverton 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?

Waverton Pre-school opened in 1967 and moved to new premises in 2007. It is managed by a committee of parents and is situated in Waverton, Cheshire. It operates from the scout hut within the grounds of Waverton Primary School and is open each weekday from 09.00 to 12.00 during term-times only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from three to under five years on roll. Of these, 23 children receive funding for early education. Children come from the local catchment area. The pre-school currently supports a small number of children with learning difficulties and disabilities.

The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority and it is a Pre-school Learning Alliance member.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is protected in an environment where clear procedures and appropriate details are recorded. Staff are vigilant in following good hygiene procedures as they wipe surfaces and clean equipment. The pre-school's clear sickness policy is shared with parents and helps to protect children from the spread of infection. Staff have up to date first aid training which enables them to respond promptly and appropriately to minor accidents or injuries. Children show a good awareness of simple hygiene procedures as they confidently wash their hands after toileting and before handling food. Older children explain that they are washing away germs that might make them ill. They independently take care of their personal needs as they easily access the nearby toilets.

Children are developing a good understanding of how to follow good routines and stay healthy. Staff regularly discuss issues with children and reinforce ideas through role play or daily activities. Children are encouraged to experiment with new tastes and textures when they are offered healthy items, such as fresh fruit, vegetables or cereals, at snack times. They enjoy cutting up and mixing ingredients to make soup or look forward to hot food, such as beans on toast, on cold days. Individual dietary needs are recorded and met at all times. Children take turns to help to hand out plates, cups and food. Snack times are social occasions where children sit together and happily chat about their day. They confidently choose and pour out a drink of water or milk. Fresh drinking water is available in a jug on a low table during play sessions, where children help themselves when they are thirsty. Staff encourage children to drink regularly and remind them that drinks help to keep you healthy.

Children are encouraged to develop independence in their self-help skills as they proudly help themselves to their own boots and warm coats to play outdoors. Opportunities are available for children to benefit from healthy exercise throughout the year as they play on the soft-surfaced, accessible outdoor play area. Parents are encouraged to send in appropriate clothing to protect their children from weather extremes. This helps children to develop independence and an awareness of appropriate clothing for different weather. Energetic races or ball games encourage children to develop good coordination and physical control as they have fun. They enjoy riding bikes and scooters or playing ring games together as they make good progress in their physical development.

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

The provision is good.

Children and their families are warmly welcomed into the cosy, friendly pre-school. The organisation of areas within the pre-school creates an inviting and stimulating environment for the children. This helps them to develop a stronger sense of belonging and ownership. Colourful pictures, posters and photographs around the room enhance young children's confidence and sense of identity. Children move freely and confidently around the play areas where they learn to respect rules and boundaries. For example, they enjoy looking at books or playing on computers in the quiet room. Security is given a high priority when, for example, staff ensure that the entry gates are locked in the school grounds. Consequently, children are safe and well supervised in a secure environment. Written risk assessments are completed on a daily basis to ensure children's safety within the shared premises.

Children are encouraged to consider risks as they learn about what is dangerous and how to keep themselves safe. For example, visits from the local police or 'pet man' to reinforce children's awareness and understanding. Road safety games, with crossings and traffic lights, add a new dimension to role play games and dressing up.

A range of good quality toys are available to meet the needs of children across the age ranges. Resources are safe and of good quality because they are checked on a regular basis. Imaginative storage solutions and the general organisation of resources create inviting opportunities for children to make their own choices and decisions. Drawers, boxes and low level wooden units are clearly labelled to enable children to confidently help themselves. For example, small labelled boxes, with feathers, straws, shells or pebbles, encourage children to experiment with different materials as they make collages or develop imaginative stories. This actively promotes their independent learning.

Staff have a full understanding of their responsibility to safeguard children's well-being and children are protected through comprehensive procedures and documentation. Staff attend regular training and ensure that information and contact details are available for the Local Safeguarding Children Board.

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

The provision is good.

Good settling in procedures are followed for younger children as they gradually gain confidence alongside groups of children in the pre-school. They learn to recognise the clear daily routines and this predictability helps them to develop a stronger sense of time and belonging. Activities are successfully differentiated for younger children and children with learning difficulties and disabilities. For example, children enjoy experimenting with a wide range different tactile materials, such as water, jelly or play dough.

Nursery Education.

The quality of teaching and learning is good. Children eagerly join the bustling, familiar pre-school each morning. They greet staff and their friends enthusiastically and confidently decide what they want to play with. Every child makes good progress in all areas of learning due to the staff's secure knowledge and understanding of the Foundation Stage. A wide range of inviting activities and opportunities are available for children to choose from around the pre-school. Subsequently, children learn to make their own decisions and develop ideas. This helps them to become active learners.

Children confidently explore and experiment with different resources and materials. For example, they create colourful collages as they help themselves to glue, scissors, feathers, cotton wool and colourful materials. Staff observe, wait and listen before they offer new ideas or intervene appropriately during free play activities. This ensures that children have enough time to develop and practise their learning. Staff support is meaningful and facilitates children's learning. Many activities flow freely between the indoor and outdoor play areas throughout the year. For example, children enjoy mark making in different situations, such as writing with chalk on the blackboards outdoors or making a list of party food during imaginative games. Informal learning opportunities are maximised during practical activities when children are invited to find circles or squares around the room. They proudly make connections and comparisons as they find similar shapes or large and tiny circles. Children practise later when they thoughtfully draw different coloured and sized circles.

Children's awareness of sounds, rhymes and rhythm is enhanced through daily activities, such as clapping name rhythms, continuing rhymes or identifying initial sounds. Language and communication is strongly supported through gestures, facial expressions, visual cues and signs. For example, children proudly use Makaton signs to enhance daily rhymes and songs. Children are confident communicators and happily share their experiences with adults and other children. Staff are skilled in talking and listening to children as they ask open-ended questions that extend their experiences and learning. Children enjoy choosing items to identify a song from a bag and eagerly sing lively rhymes and energetic action songs. They have fun acting out favourite stories, such as 'The Three Billy Goats Gruff' with figures and take turns to create lively stories with puppets and a puppet theatre. Children confidently and independently complete computer games that are linked to familiar stories and reinforce learning. Children initiate their own elaborate games in the home corner. Their imagination is extended when the area becomes a scary castle or a palace with king's and queens. They dress up as fairies, sing happy birthday to everyone or gently wash their baby doll.

Staff regularly observe and record details on individual children's development and progress. Photographs, observations and reports are collected in a portfolio for each child to provide a vibrant record of their time in pre-school. Written records are extensive and often duplicate information and absorb staff time during sessions. Staff know each child well and regularly discuss individual children's progress with parents and staff. Written observations are regularly recorded and used to identify what each child knows and can do. This information informs future planning and identifies the next steps for each child. Consequently, short-term planning is based on children's interests, needs and preferences. Planned activities are identified to provide appropriate opportunities for individual children. However, this does not include sufficient challenges for older and more able children which has a negative impact on children's development. Daily planning includes a balance of adult led and child initiated activities although children sometimes become restless and distracted during large group activities.

Medium term planning includes themes and topics, such as Jack and the Beanstalk or the weather. This provides a focus to develop children's experiences and interests. For example, children learn more about their environment and the natural world when they explore their environment on nature walks or plant a bean in a pot. They have fun experimenting with changes in temperatures and consistencies as they mix milk and powder together to make a mousse. Children are introduced to aspects of technology when they learn to activate a game on the computer or help to take photographs of their friends with a digital camera.

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

The provision is good.

Children are learning to share, take turns and play together cooperatively in a supportive environment. The pre-school golden rules, such as, 'be polite' or 'listen to others', are regularly reinforced by staff to promote a positive environment. Children are encouraged to consider other people's feelings and to think about the consequences of their actions. They are reminded that an accident may happen if they run. Consequently, children are beginning to understand that rules are required to maintain a safe environment where everyone plays fairly and happily together. Boisterous behaviour and disagreements are dealt with in a way that is appropriate to each child's age and stage of development. Staff create an effective partnership with parents to address children's significant behavioural issues. Action plans are agreed and reviewed on a regular basis.

Equality of opportunity is supported as children are all valued as individuals. Opportunities are available for children to learn about diversity and develop their understanding and awareness of different values in the wider world. For example, children have fun tasting new foods or dressing up in ethnic costumes when they celebrate festivals from different countries together. The inclusive ethos and caring staff team ensure that children with learning difficulties and disabilities are fully included. For example, staff and children skilfully use Makaton signs to enhance their favourite songs each day. An effective partnership with parents and appropriate support agencies ensures that individual children's needs are met. An individual education plan is agreed and reviewed on a regular basis. Staff provide appropriate additional support to help children to achieve their potential. Staff attend relevant courses to increase their knowledge and understanding. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The positive relationships shared between parents and staff promote good continuity of care for children. Information is shared in diaries or during informal chats each day. The key worker systems provide a constant point of contact for parents and carers. Parents' meetings are arranged to provide opportunities for a fuller discussion of their child's progress and share any concerns. Parents views are sought about their child's progress and next steps in learning are discussed. Older children regularly take books home to share with their parents. The pre-school Thomas teddy bear is taken home with a child on a rota basis and a lively record is proudly shared by the child at the end of the week. This enables parents to become more actively involved in their child's learning and development.

Parents take an active role in the pre-school organisation as committee members and contribute towards the continual improvement programme. A welcome booklet provides clear information about the setting. Regular newsletters and notices keep parents informed of special events and current topics. Parents comment on their overall satisfaction with the quality of care and education provided. They especially value the friendly, cosy environment where children enjoy being part of a group and relate well to staff.

## **Organisation**

The organisation is good.

The quality of leadership and management is good. Management demonstrate a strong commitment towards the continual improvement of the quality of care and education that they provide. They take an active role within the pre-school, where they lead by example and share their good practice. Staff and committee meetings are held regularly to share information and identify areas for development. This enables management to prioritise areas for improvement and implement action plans to achieve their goals. A parent's committee is actively involved in the setting and provides practical support towards achieving good quality care. For example, a project to improve aspects of the outdoor play area is the next phase of improvement. Management informally review and monitor the quality of teaching and learning in the pre-school during daily sessions and evaluation of activities. However, systems are not fully developed and do not consistently identify or address areas for improvement. This has a negative impact on children's play and learning.

Effective recruitment and employment procedures are implemented to ensure that new members of staff are carefully vetted and suitable to work with children. Staff have appropriate early years qualifications or are working towards a qualification. They regularly attend relevant training to increase their knowledge and enhance their skills. Staff communicate well with each other, attend weekly meetings to review planning and form an effective team. Nevertheless, recent staff changes and adaptations to daily organisation mean that staff are not effectively

deployed throughout the session. Children become restless and boisterous as they wait for staff to complete routine activities and, consequently, play and learning opportunities are lost.

Strong links are maintained with the adjacent primary school and the pre-school makes effective use of the school grounds and library. The reception class teacher is actively involved in the good, staged transition programme for older children which creates strong communication links and smooth entry into school. Further links are maintained within the local community when children visit the church or the local police liaison officer visits the pre-school. Exciting outings are organised to visit interesting places nearby, such as the candle or bear factory.

All required documentation is in place and used effectively to support the care of children and comply with regulations. Records are stored securely with confidentiality maintained throughout. A set of the setting's policies and procedures are available for parents and carers. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection, the providers agreed to review systems to share information with parents about their child's achievements and progress. Meetings are now held each term and a wealth of written information is shared on a regular basis. These changes improve the overall quality of care and education for children and their families.

### **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):

- review the deployment of staff and the organisation of activities to maximise play and learning opportunities for children

#### **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):

- further differentiate activities to provide appropriate challenges for older and more able children
- improve systems to effectively monitor the quality of teaching and learning.

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)