

# Widewell Royal Navy Preschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY285154
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Brenda Joan Flewitt
<b>Setting Address</b>	1 Tiverton Close, Widewell, Plymouth, Devon, PL6 7EN
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<b>Registered person</b>	The Trustees of The Royal Naval Pre School Learning Organisation
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Widewell Royal Naval Pre-school was re-registered in 2004. The pre-school operates from a house on a residential estate in Plymouth, Devon. Accommodation consists of a main activity room, kitchen and toilet facilities on the ground floor. The first floor provides changing facilities, a staff room and storage. There is a fully enclosed garden available for outside play. The group serves the local community, which includes many service families.

The pre-school is open during term time from 09.00 to 15.00, Monday to Thursday, and 09.00 to 11.30 on Fridays. There is a session offered for two-year-old children, from 12.30 until 15.00 on Thursdays. There are currently 27 children on roll. Of these, 15 receive funding for early education. The group supports children with learning difficulties and/or disabilities, and children who have English as an additional language.

The group is one of a number for which the Royal Navy has responsibility, and is overseen by an area supervisor. Three permanent members of staff are employed to work with the children, all of whom hold, or are working towards, a relevant early years qualification. The team are supported by staff from a central bank as required.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted well. They learn good procedures for their own personal hygiene. They develop independence in using the easily accessible toilet and hand washing facilities, washing their hands before snack time as routine. Children are protected from the spread of infection through consistent staff procedures which include wearing protective gloves and aprons when preparing food, frequent cleaning of the toilet area and cleaning tables thoroughly before meals. There is a clear sickness policy which ensures that parents are aware that children must not attend if they have an infectious illness. Children's medication and accidents are well managed. Most staff have an up-to-date first aid certificate, and the relevant records are completed accurately and signed by parents.

Children enjoy a healthy lifestyle. They have regular opportunities for fresh air and exercise as outside play is planned for morning and afternoon each day. There is a suitable range of equipment available for children to develop large and small muscle skills. For example, there is much laughter as children take part in parachute games. They stretch and bend as they make small balls bounce on the parachute, then crawl or wriggle across the fabric pretending it is the sea. However, the choice of activities provided in the outside area is sometimes limited. Children learn to make healthy choices in what they eat through the good example set at snack times. They have nutritious options throughout the week which often includes fresh fruit or raw vegetables. Children practise using knives to spread butter on their own toast, and develop hand-to-eye coordination as they pour their own drinks.

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

The provision is good.

Children play and learn in safe and secure premises where risks and hazards are identified and minimised. The effective security arrangements mean that children are protected from uninvited visitors and cannot leave the premises unsupervised. Annual risk assessments are completed as well as daily checks to ensure that the environment is safe for children to play. Children are clear about the rules which keep them safe. For example, they volunteer information about not climbing on bars 'because you could fall', 'no pushing' and 'not going out of the gate' when asked to remember the rules before going outside to play. Children move around freely as they choose their activities because the space available is arranged appropriately. They use a good range of equipment and resources which are well organised and kept in good condition.

Children learn what is expected if they must leave the building in an emergency through regular practise and discussion. Staff are sure about their roles and responsibilities and fire exits are clearly marked. This all helps to promote children's safety in a real situation.

Staff have a secure understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. They attend training regularly to update their knowledge and existing injuries are recorded as routine. This all contributes to protecting children from harm.

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

The provision is satisfactory.

Children are happy, settled and secure. They enjoy the time they spend at pre-school and make good relationships with staff and each other. They develop confidence in making their needs known, as they can be sure of a friendly response. Staff are approachable and interested in the children as individuals. Children develop good independence skills in practical tasks, such as managing their own clothing and equipment at snack time.

Children take part in a suitable range of activities that help them learn in all areas of development and use a good range of equipment and resources that are arranged to be accessible according to their age and stage of development. The session offered for two-year olds gives younger children opportunities to explore using their senses and learn the social skills needed to be part of a group. However, there is no clear planning of activities for the younger children, and the assessment records are ineffective as they are not dated or clearly linked to the stages of development, to enable staff to plan for each child's progress.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Although planning of activities is not very clear, and the system is in the process of being developed, staff have a sound working knowledge of the Foundation Stage. Therefore, they provide a suitable range of activities and experiences which cover the six areas of learning over a period of time. The assessment system has not been used effectively to record children's achievements, as many files have not been updated since last summer. Therefore, new and support staff are unable to refer to these to help them provide appropriate challenges for all children. However, existing staff know children well and pass this information on verbally, therefore, children are making satisfactory progress in their learning. Staff use a range of teaching methods which include a good balance of adult-led and self-chosen activities. They present as good role models for children's behaviour and use visual aids in some large group activities to help maintain children's attention. The 'number and shape of the week' planning encourages children's understanding of mathematical concepts which sometimes leads to spontaneous activities. For example, following a story children enjoy finding various shapes around the room, such as a circle on the toy iron and a triangle displayed on the wall. Children count in various situations, including how many children and adults are present, but do not regularly solve problems through every day activities.

Children learn about celebrations and caring about people through discussion and planned tasks, such as making mother's day pictures. They use their scissor skills to cut various materials, and tape, staples and glue to join them to a paper plate. Some children skilfully trace over letters, and some are able to write their own name, forming letters correctly. All children seek out other adults to proudly show their efforts before placing their work in the 'going home' tray. Children enjoy singing familiar songs and use their imagination well as they act out real life situations in the home corner. They use some creative ideas during adult-led activities but do not always have the opportunity to express themselves spontaneously, as art materials are not readily available on a daily basis.

Most children use language well to communicate, initiating conversations with adults and peers. Some confidently talk to the group about items they have brought in from home. Children enjoy stories and books, regularly selecting a book to look at independently or to share with a friend. They start to link sounds and letters as staff help them think about initial sounds. Children use a good range of resources to construct. For instance, children learn to take turns

and work together as they make a marble run, others use various shaped boxes and cartons, inventing their own ideas to make models. A four-year-old decides to make a car, stating that he is using the 'circles' for wheels. Children develop a sense of time and changes, through the daily discussion around the calendar, they offer ideas as to what the weather is like, what numerals are used to signify the date and some know that the year is 2008.

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

The provision is good.

Children are respected as individuals. Staff get to know children through ongoing communication with parents and as they support their activities. Children with additional requirements and learning difficulties are supported appropriately. The Special Educational Needs Coordinator (SENCO) role is in the process of being transferred. The new SENCO has previously attended training and is learning about children's needs through communication with existing staff. Together, they liaise with other staff, parents and connected professionals to help all children to be included.

Children develop a good sense of belonging. They see photos of themselves in the setting and are welcomed by name on arrival. Children are made to feel special on their birthday through celebrations for them as an individual. Visitors into the group, such as police officers, help children understand about people in the community who help them. Children behave well. They know what is expected through clear explanations and familiar routine. They are encouraged to respect each other and their environment. Most children are keen to help pack away equipment, sometimes singing a song about 'team work' as they tidy up. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the positive relationships established between staff and parents. Parents are supplied with generally good information about the setting by way of notice boards, a prospectus and regular newsletters. Staff make themselves available to share information verbally on a daily basis. This is supported with a two-way diary which is completed weekly to ensure that children's individual needs are met. Partnership with parents with regards to nursery education is satisfactory. Parents are consulted on their child's admission as to their starting points and are asked to complete questionnaires for their opinion about the provision. Parents have access to their child's progress records on request and opportunities are offered to discuss records with key workers following termly reports. However, as the records have not been consistently updated, this system is not currently effective. There is limited information for parents about the Foundation Stage curriculum to help them support their children's learning at home. However, children regularly choose books to borrow and take home and share with their families.

### **Organisation**

The organisation is satisfactory.

Children are cared for by suitably qualified staff. The recently employed supervisor is in the process of clarifying routines which are working well on a day-to-day basis. Sessions run smoothly, so children know what to expect and, therefore, settle well. There are clear staff recruitment and induction procedures which ensure that new staff are suitable to work with children and know the policies and procedures which promote the children's welfare. The appropriate organisation of the premises, resources and structure of the day means that children are active in a safe environment, access suitable play provision and enjoy daily outside play.

All the required documentation and records are in place, completed accurately and stored confidentially. However, there is limited planning and assessment records for the younger children. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. There are some measures in place to monitor the provision for nursery education. These include annual staff appraisals which help to identify strengths and areas for development. Staff training is well supported. Supervisors of the linked settings meet regularly to share any issues, ideas and concerns. The area coordinator visits the pre-school regularly to observe practice and support staff. However, the record keeping system with regards to children's progress has not been kept up-to-date.

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

The last care inspection recommended that roles and responsibilities were further distributed across the whole staff team.

The recently employed supervisor delegates responsibilities and is planning to include all staff in regular meetings and the planning of activities.

The last nursery education inspection recommended that tasks were shared across the whole staff team, such as working with parents and the completion of assessments.

All staff are available to talk to parents about individual children. The supervisor is in the process of including staff in recording observations to update assessment records.

### **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 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):

- develop planning and assessment for the younger children to monitor and support their development.

## **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):

- develop planning to include a wider range of outside activities at any one time
- develop the assessment system and use consistently to help all children reach their full potential
- make information about the curriculum more accessible to parents.

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)