

# Wicklewood Extended School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY285762
<b>Inspection date</b>	29 January 2008
<b>Inspector</b>	Georgina Emily Hobson Matthews
<b>Setting Address</b>	Wicklewood CP School, Hackford Road, Wicklewood, Wymondham, Norfolk, NR18 9QJ
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<b>Registered person</b>	The Governing Body of Wicklewood Primary School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 good.

### WHAT SORT OF SETTING IS IT?

Wicklewood Extended School opened in 1976 and moved to its current location in 2007. It is situated within Wicklewood CP School and operates from the nursery room, the ICT suite and the school hall. Children have access to a secure outdoor area. The setting serves the local area.

The provision offers a breakfast club, morning and afternoon pre-school sessions and an out of school club. It is registered to care for 14 children aged from two years to under five years during pre-school sessions and 35 children aged from four years to under eight years in the out of school club. There are currently 31 children on roll at the pre-school and this includes 20 children who receive funding for nursery education. The out of school provision has 95 children on roll.

The pre-school operates five days a week during school terms from 09:00 until 11:30 and from 12:30 until 15:00. Children attend a variety of sessions and a lunch club is available from 11:30 until 12:30. Out of school care is available from 07:45 until 08:45 and from 15:15 until 18:00. The setting currently supports a small number of children with learning difficulties and/or disabilities and has cared for children who speak English as an additional language.

The extended school is managed by the governing body of Wicklewood Primary School and employs 10 part-time staff to work with the children. Over half of the staff have early years qualifications to Level 2 or 3. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted. They are cared for in a warm, clean environment and are protected from becoming ill as staff members display good hygiene practice. Effective systems are in place to prevent the spread of infection and to take appropriate measures if children are ill. They learn the importance of personal hygiene and to take responsibility for their own personal needs as they wash their hands after toileting and before eating snacks or lunch. Children's welfare is promoted as staff members can respond to accidents appropriately. Most members of staff hold current first aid training, a first aid box is easily accessible and the contents are checked on a regular basis.

Children benefit from a nutritious diet within the pre-school and the out of school clubs and develop an awareness of healthy eating. They are provided with fresh fruits and water or milk at snack times within the pre-school. Parents provide packed lunches and staff members offer suggestions on the contents in order to ensure that children are receiving a balanced meal. Before and after school, children are offered fresh fruit, toasted breads or pancakes. Children have access to fresh drinking water throughout most sessions. However, water is not made freely available to children at the breakfast club. Special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes and any religious needs are met and that no child is at risk from a reaction to food.

Children develop a positive attitude to exercise as they have opportunities each day to explore a variety of physical movements. Outdoor play takes place in secure areas of the play ground and the school hall is available during inclement weather. Children show an awareness of space as they move with confidence in and outside the setting. Children within the pre-school learn to balance, to skip and hop, to throw and catch and to manoeuvre their way around on small cars and tricycles. They travel over and through and balance and climb on small apparatus that provides challenge. Children use small tools such as rolling pins, dough cutters and scissors with increasing competence. The after school club offers children large physical play opportunities at each session. They enjoy running around in the fresh air as they play games such as 'Stick in the mud', 'It' and 'Zombie trees and dead flies'. Some children choose to join a skipping club where they have learned to skip forwards, backwards, individually and in pairs. Children can rest according to their individual needs on soft chairs or mattresses in the book corner.

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

The provision is satisfactory.

Children are cared for in a welcoming, child-centred, generally secure and safe indoor and outdoor environment. Their safety is fostered as the extended school provision carries out an ongoing written risk assessment of the indoor setting. This reduces hazards and minimises the risk of accidental injury to children. Staff members carry out a daily check of the premises prior to the arrival of the children. However, several hazards within the outdoor area have not been identified or minimised to ensure children's safety. In addition, the system for storing outdoor

clothing and footwear during the breakfast club causes congestion and therefore safety implications as the children collect their belongings before leaving the club. Children have sufficient space for free movement and to spread out activities. They use a wide range of developmentally appropriate, safe and suitable equipment and there is adequate storage space for equipment.

Children learn to keep themselves safe as they are provided with clear explanations about safety issues within the setting. Staff members gently explain dangers to children and help them to think about what might happen if they stand on chairs, run indoors or walk around with scissors. Children learn about fire and road safety and how to stay safe in the sun.

Children are safeguarded as staff members are aware of their responsibilities in the area of child protection. They have an understanding of the procedures to follow if they have child protection concerns. However, these require review in order to comply fully with the Local Safeguarding Children Board. Systems are in place to release children into the care of other adults in the event of an emergency.

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

The provision is good.

The nursery improves outcomes for children under three years. Staff members have an excellent understanding of the needs of younger children and provide appropriate activities and resources to support their physical and emotional development. Children concentrate as they cut pieces of straws to incorporate within a collage. They laugh with glee as the pieces of straw fly across the table and staff members encourage them to think and talk about why this is happening. Children snuggle up with staff members in the book corner to listen to stories. They think about 'opposites' such as 'big and small', noises that they might hear during the night and they have fun as they make snoring sounds. Children join in imaginary play with enthusiasm. They radio for help as there is a 'fire' in the home corner and spend time putting this fire out before announcing, 'It's done now boys'. Children sing enthusiastically and use actions for 'Little Jesus' and 'Miss Polly had a dolly'. Freshly made dough provides lots of fun and discussion.

Children have a happy, sociable time within the out of school sessions. They can choose from a number of activities in the morning such as craft, bingo, board games, reading and play station or computer games. After school, children have some outdoor play and then choose to make dragon masks, play games, read books and play with a selection of miniature cars.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals as staff members have a secure knowledge of the Foundation Stage. They are able to explain their planning and provide a broad range of practical activities, covering all areas of learning. Continuous play areas are set up within the setting. Children are able to make choices from easily accessible resources, to follow their own interests and to play at their own pace. Short term plans follow a theme and all staff members are made aware of the purpose of the activities. Children's starting points or previous learning are considered within the planning in order to help them to achieve their full potential. An evaluation is made of what the children have learned and the next steps required in their learning are noted within their learning stories to inform future planning.

Staff members know the children well. They work alongside the children, listen carefully to their ideas and provide thoughtful support and encouragement. They are gentle and affectionate and encourage the children to become involved and to persevere. A key worker system works well and staff members obtain useful information from parents about the children's development at home. They create a calm, learning environment for the children and generally make good use of the accommodation and the resources in order that children can complete activities with independence. However, outdoor play is not always planned effectively in order to facilitate children's learning. Good questioning techniques, sensitive intervention and the ability to adapt to unplanned opportunities enable staff to follow individual children's interests and to provide them with sufficient challenges. As a result, children are interested, focused, able to resist distractions and to persist with activities for some time. Staff members use children's assessment records to guide their planning and teaching. Children's starting points are identified after consultation with parents. Their progress and an evaluation of what their next steps should be are recorded on a regular basis.

Children are interested in the activities on offer and are confident to try new ones with the support of staff members. They speak clearly and audibly at 'show and tell' and are able to sit quietly and listen to others. Staff members encourage them to talk about their feelings and children comfort others when they are upset. Children are learning how to dress and undress independently and to manage their own hygiene. They self-select resources and complete activities with independence. They use language within their play, for example, as they re-enact 'Goldilocks' and recall the events in the story. Children know that print carries meaning and staff members encourage them to link sounds to letters. They have plenty of opportunities to mark-make and enjoy posting signs around the setting and writing on a whiteboard. Some children can write their names and staff members scribe for others in order that they can copy their names on pieces of work.

Children recognise numbers around the room and enjoy counting up to twenty during group time. They are aware that four children can access the snack bar. Children are able to sort small animals into different groups and some children understand the concept of more or less. They think about how many plates and cups they will need at lunch time. Some children are able to make simple calculations as they choose two number cards and add them together. Practical activities using water, sand and cooking ingredients enable the children to think about shape, space and measure. Children think about size, bigger and smaller as they draw around each other in the play ground. They make patterns during their play and are able to identify shapes such as squares, circles and triangles.

Children investigate by using all of their senses as they explore feely boxes and taste, smell and describe different foods, spices and herbs. They find out about living things when they bring pets into pre-school and when they observe caterpillars and the incubation of partridge eggs in other classrooms. Children grow plants, make observational drawings of these and sometimes taste the edible ones. They think about how things work as they handle a key and lock and design using a variety of construction resources. Children learn to use everyday technology as they make calls on mobile phones and use a computer mouse competently in simple programmes. They are able to differentiate between past and present events and have opportunities to look at features within their environment during walks to the church toddler service. Children learn about their own cultures and beliefs and those of others as they celebrate festivals such as Christmas, Easter, Diwali, Hannakuh and Chinese New Year. Children enjoy exploring colour, texture, shape, form and space in free painting, collage and junk modelling. They explore sounds with a variety of musical instruments and their own voices. Children use their imagination as they move to music, in their drawings, in paintings and in imaginary play.

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

The provision is good.

Children feel a sense of belonging within the pre-school and the out of school provision as attractive displays of the children's creative work are displayed around the room. Staff members offer the children a warm welcome as they arrive and activities are set up before the start of each session. Children's individual needs are identified prior to the commencement of care, each child is valued and treated with equal concern and activities are adapted to accommodate their needs. Children are developing positive attitudes to diversity as the extended school includes images of the different people that make up our society within its resources. Children learn about people from different countries and celebrate a variety of festivals. They become aware of their local environment on walks around the village and in visits to the church. People who help in the community such as the vicar, paramedics, a dog handler, a postman and fire officers are invited to share their skills with the children. Staff members have experience of caring for children with learning difficulties and/or disabilities. They work closely with parents, gather information to meet each child's needs, work with other professionals and make changes to the physical environment where possible.

Children's social, moral, social and cultural development is fostered. Children understand responsible behaviour and can distinguish between right and wrong. They behave well as staff members use positive behaviour management strategies. They offer children lots of praise for positive behaviour and clear explanations that are appropriate to each child's level of understanding and maturity, if behaviour is inappropriate. As a result children learn to share resources, to take turns and to negotiate with each other successfully.

Children are supported well in the transition between home and the group. Staff members offer home visits in order to meet with each child and to gather information about their likes, dislikes and stages of development. Children's ongoing progress is promoted as the staff members work closely with parents and provide opportunities at the beginning and end of each day to share information regarding the children. However, staff members do not obtain a written acknowledgement from parents to ensure that they are aware that the medication to which they have consented has been administered to their child. Parents and staff members use 'home link' books to record information about the children each day. Parents are able to assess that children's well-being is being promoted by accessing the extended school's policies, however, the complaints policy requires review in order to provide clear guidance for them. They are invited to regular open afternoons to look at their child's assessment record and to discuss progress with their child's key worker. Parents' satisfaction is reflected in their positive feedback.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive information about nursery education within a prospectus and a booklet provides ideas of how to promote children's development at home. They are encouraged to be involved in their child's learning and to share what they know about their children in a number of ways. For example, they are asked to complete an 'All about me' booklet, to add to their child's 'Learning Stories', to record what their child enjoyed doing during holidays and to attend regular open afternoons.

## **Organisation**

The organisation is good.

The governing body and the manager of the extended school have a clear vision of how they want the setting to run. They have developed policies and procedures that form the operational

plan. Regular observations and assessments are made of the care and education within the setting and a detailed review of the Foundation Stage has been completed. An induction procedure, regular appraisals and one-to-one discussions with staff members help others to understand the setting's vision. A committed team who work well together is in place.

Children benefit from the care of an appropriately vetted, qualified and experienced staff. They are never left alone with anyone who is not vetted. Their progress is enhanced as staff members access ongoing training to improve their practice. The setting is organised effectively to accommodate children's play. They are able to move around easily and safely and to access equipment in a well-prepared environment. Overall children's needs are met. Documentation to promote the welfare and care of the children is well-organised and stored securely to ensure confidentiality. Staff members maintain a record of the children's and staff's hours of attendance.

The leadership and management of early education is good. Children receive a broad and balanced curriculum that covers the six areas of learning. The staff team display a commitment to children's achievement and development. They are skilled and enthusiastic in their approach and as a result children make good progress.

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

At the last inspection, the nursery was asked to review the organisation of the book corner; to develop their risk assessment further and to review hygiene procedures with regard to hand washing. In addition the nursery was asked to review their policies and procedures, to provide parents with more information about the out of school provision and to record the hours of attendance of both staff and children. The nursery has moved into a new site and has carried out a comprehensive risk assessment of the indoor facilities and created a comfortable area where children may look at books. Systems and procedures are in place to encourage children to develop good hygiene practice and handbooks are available to parents with information about the out of school provision. Attendance records are maintained for staff and children.

The nursery was also asked to monitor and evaluate nursery education; to address this within staff appraisals and to provide more opportunities for children's literacy and creativity. In addition to this it was asked to use the children's individual assessment records to plan for the next steps within their learning and to inform the nursery's future planning. The leading pre-school practitioner carries out regular observations within the setting in order to evaluate the nursery education. She discusses any issues with staff members during appraisals or one-to-one discussions. All areas of children's learning are covered and systems have been developed to identify individual children's next steps in learning.

### **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 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):

- make fresh drinking water available to children at all times
- review the child protection policy and develop the risk assessment with regard to the outdoor play area and the storage of outdoor clothing and footwear during the breakfast club
- obtain a written acknowledgement from parents of any medication administered to children and develop the complaints policy.

#### 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):

- plan outdoor play more effectively.

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)