

Westdene Pre-School

Inspection report for early years provision

Unique Reference Number	130731
Inspection date	20 March 2008
Inspector	Rosemary Musgrove

Setting Address	The Pavilion, Barn Rise, Brighton, East Sussex, BN1 5EE
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Telephone number	01273 541026
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Registered person	Westdene Pre-School
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Type of inspection	Childcare
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Type of care	Full day care
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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

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.

WHAT SORT OF SETTING IS IT?

Westdene Pre-School opened in 1993. It operates from the lower floor of a pavilion close to Westdene Primary School and serves the local community. There is an attached community play area for outside activities. The playgroup opens each weekday throughout the year from 08:30 until 14:00 and offers a variety of sessions.

Westdene Pre-School is registered to provide full day care for 20 children from two years to under five years. There are currently 50 children on roll. The setting supports children with learning difficulties and disabilities and currently there is one child on roll. There is one child who speaks English as an additional language.

There are six part-time staff who work with the children and over half of these have suitable childcare qualifications. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children take part in a range of physical activities on a daily basis. In the outside area, they run around and let off steam, practise their kicking skills and develop their large motor skills on a variety of wheeled vehicles. Children are supported by staff that join in their games when appropriate and encourage them to practise their ball skills.

The environment is clean and has procedures in place for maintaining appropriate levels of hygiene, for example, staff wipe the tables with anti-bacterial spray before snack and lunch times. Children learn about the importance of their own personal care through daily routines and reminders on posters. They regularly wash their hands after playing outside, taking part in messy activities or visiting the toilet.

The setting keeps appropriate records if a child has an accident and knows the required procedures if they require medication. In the past, all staff have completed first aid training and two staff hold a current first aid certificate. This means they can give children the appropriate care in the event of an accident. The setting has written permission from parents to seek emergency medical treatment. There are written procedures on first aid, sick children and the administration of medication.

Children bring their snacks and packed lunch from home. The setting encourages healthy eating and snacks include fruit, raisins and rice cakes. At lunchtime, children eat a variety of food, which includes sandwiches, cheese and yoghurts. Although children bring their own drinks, for example, water, squash and juice, they do not all have access to fresh drinking water whenever they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff organise the environment to allow children a range of different activities and as much free movement as possible, within the constraints of the accommodation. This means children play in child-friendly and welcoming areas. For example, there is a room for tabletop activities, such as lacing cards and number games. Another room is for creative activities and these include painting, Play Dough and sand play. Children visit the different areas and select their preferred activity. Outside, children have plenty of space for moving around and they enjoy the large climbing frame and slide.

Staff are vigilant and supervise the children with care. For example, the outside play area is available to the public and a member of staff is always on the gate and this means that children are protected. Once inside the building, staff bolt the top of the door, so that people cannot wander in without knocking. In the event of a child being lost or uncollected, there are written procedures that give details of the required action. Staff are aware of some hazards and each room has a list of potential hazards and the preventative action that is required; however, knives in a drawer pose a potential risk to the children. Throughout the session, a number of resources accumulate on the floor, such as, crayons, toys and pieces of puzzles and this creates a trip hazard for the children. There are written emergency evacuation procedures in place and the setting has fire drills every term. This means that children are beginning to learn how to keep themselves safe in the event of a fire.

Staff have a satisfactory awareness of how to keep children safe when they visit the local community. There is one adult for two children and staff help them to learn about road safety awareness.

Children in the setting are protected because a number of staff have a knowledge and understanding of child protection issues. They are aware of the signs and symptoms of child abuse and have the relevant documentation to follow if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy and learn from a range of different activities. When they arrive at the pre-school, they settle well and choose what they would like to do. For example, some children play with the farm animals in a tray of wood chippings, whilst others quietly browse a book in the reading area. Staff intervene when appropriate and enhance a child's learning experience, such as, when they talk about the farm animals and then join in singing Old MacDonald had a farm.

Children do creative activities and these include painting, making Easter cards and decorating biscuits; however, the children's work does not always reflect their individual designs and are the same as others in the group. The role play area is popular with the children and staff enjoy playing alongside them when they make them a piece of toast or a cup of tea. Staff help children to develop their early number skills and talk about the number of objects and different numerals in a jigsaw puzzle.

Group activities are popular, in particular when the children have to guess the name and colour of a shape or take part in singing activities. Children at the pre-school develop and extend their social skills. They play alongside each other on the large pirate ships and in the outside playhouse.

Helping children make a positive contribution

The provision is satisfactory.

Children feel welcome and secure at the setting. This is because staff know about individual families and take time to find out about the needs of each child. Before children start, parents complete a booklet, which gives an insight into their child. This includes details of family members and their child's favourite toys. Children begin to develop an understanding of some festivals, including Easter and Mothering Sunday when they make cards. Although the setting has some resources that help promote an awareness of other cultures, such as a welcome poster in different languages, resources and activities that promote a positive image of diversity are limited. Children learn about the local environment when they visit the shops and the setting has positive links with the nearby nursery.

The setting welcomes and supports children who have learning difficulties or disabilities. Staff have attended a number of suitable training courses and have appropriate procedures in place to support individual needs.

Children in the setting behave in a satisfactory way. There is a written statement about behaviour management. This states that staff act as a role model for the children and are polite and that children are praised for acts of kindness and a willingness to share. If children do not behave in the required way, staff take time to talk with them about their behaviour. If this does not

work, children have time out. Staff encourage the children and use frequent praise, for example, when a child has completed a lacing card or been kind to another person.

Parents receive appropriate information about the setting. This includes information on the key worker system, child protection procedures and the timetable. There is a written complaints procedure and the setting understands how to investigate and record a complaint. Parents and staff communicate on a daily basis before and after the session, this means that parents know about important aspects of their child's care. Parents are happy with the pre-school. In particular, they value the professional, approachable staff and the progress of their children in communication skills and learning activities.

Organisation

The organisation is satisfactory.

Children are cared for by staff with suitable qualifications, many years experience and a genuine interest in children. This means that the care and support the children receive helps them to feel secure and happy. Staff are appropriately deployed inside and outside the building. Children enjoy their play in an organised environment with plenty of space outside.

There are recruitment procedures in place for the appointment of staff. An informal induction process means that newly appointed staff find out about procedures and policies during their first week of work. This helps to support the continuity of the children's care. Staff attend regular training courses and recent examples include child protection and health and safety.

The required documentation is in place and this is satisfactorily maintained. A number of policies and procedures support the care and well-being of the children. These include procedures for health and safety and safeguarding children.

Staff and parents have the opportunity to speak together on a daily basis. This contributes to and enhances the continuity of the children's care.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, the setting was asked to ensure suitable arrangements and staff are in place for the care of children attending with special educational needs and to update policies and procedures and ensure that confidentiality of information is maintained.

The setting has two staff responsible for providing the appropriate care for children with learning difficulties or disabilities and has the appropriate systems in place. This means the children have care and activities that are suitable for their needs.

The setting has updated their policies and procedures and ensures that relevant information is kept in a confidential way. This supports the well-being of the children.

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

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.

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 children have access to drinking water at all times
- ensure knives in kitchen are made safe or inaccessible to children
- ensure children have access to a broad range of resources and activities which reflect diversity
- develop a system to regularly assess trip hazards and encourage children to care for the resources.

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