

Wenhaston Pre-School Centre

Inspection report for early years provision

Unique Reference Number	EY346837
Inspection date	15 April 2008
Inspector	Karen Pretty
Setting Address	Wenhaston Primary School, Hall Road, Wenhaston, HALESWORTH, Suffolk, IP19 9EP
Telephone number	01502 478819
E-mail	
Registered person	Wenhaston Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Wenhaston Pre-School originally opened in 2001 and moved into purpose built premises, providing sole use of a self-contained space with all associated facilities attached to Wenhaston Primary School in 2007. It is situated in Wenhaston near Halesworth, Suffolk. The pre-school is managed by a voluntary management committee made up of local people and parents of children at the pre-school, past and present. A maximum of 24 children may attend the group at any one time. The setting offers during term time only, a pre-school facility each weekday from 09:00 to 13:00 with an after school club currently operating on Wednesday from 15:15 to 18:00. A holiday club is planned to operate each weekday from 08:00 to 18:00 during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 10 children aged from two to under eight years on roll. Of these, seven children receive funding for early education. The pre-school serves the village and surrounding local area.

The pre-school employs four members of staff. All hold appropriate early years qualifications and two members of staff are working towards a higher qualifications. The pre-school receives support from the local authority and are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is enhanced as they play in a very clean and hygienic environment where good personal hygiene is actively encouraged throughout the daily routine. Consequently, children understand why it is important to wash their hands after using the toilet and before eating. Creative prompts are displayed by the sinks to remind children to wash their hands properly using the liquid soap provided. Children independently help themselves to tissues when they need to wipe their noses and automatically place used tissues into the bin. Throughout the day staff follow strict cleaning routines to ensure all areas remain thoroughly clean. For example, staff routinely check and clean the tables with antibacterial spray throughout the session, and nappy changing procedures followed are very clear and systematic to maintain high hygiene standards. Younger children can sleep peacefully in the comfortable quiet area on a floor bed with bedding which is washed frequently. Staff are dedicated in following the parents' wishes and are vigilant in monitoring any sleeping children.

Effective procedures are followed by all staff to ensure children receive good care should they have an accident or become unwell. For example, detailed records are kept when medicine is administered to children and information about accidents is also recorded and shared with parents. However, not all accident forms accurately log the exact location of the injury, which may compromise children's health as accurate information is not available to feedback to parents on collection. Staff are proactive in supporting children's individual medical needs as they all hold first aid certificates and a well stocked kit is readily available.

Children readily help themselves to accessible drinking water throughout the day. Children confidently pour their own drinks. Healthy and nutritious snacks are prepared in the kitchen. They feature seasonal fresh fruit and a range of savoury foods. High standards are maintained during the preparation of snacks by staff who have attended food hygiene training. Children clearly enjoy the social snack time where staff sit and support children as they encourage their good table manners. Healthy eating is consistently promoted and parents fully support this by providing children with healthy packed lunches. Children's individual dietary needs are given high regard as staff obtain detailed information from parents which is displayed prominently in the kitchen for easy reference. Children are developing their understanding of healthy eating during frequent cooking activities.

Children have lots of energy and love to play in the outdoor area. They enjoy using the school equipment and barked area as they take in the fresh air. Children busy themselves with a range of activities that develop their physical strength and co-ordination, contributing to a healthy lifestyle. For example, they build with large wooden construction blocks and jump and balance on the climbing equipment. Their spatial awareness is developed as they move around freely during a 'Beat Babies' or 'sticky kids' music session or when negotiating their route through their chalking on the paving.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment that is light and spacious. The organisation of space is creative with activities set out in an appealing and attractive way. There are a very good range of resources that are stored for children to access as they choose. Child-friendly toilet facilities and a kitchen area are readily accessible. Children use a broad range of suitable equipment that is checked and washed regularly to ensure it remains suitable for use. The premises are safe and secure and there are good systems in place for the arrival and collection of children. A visitor's book is stringently maintained and parents sign children in and out. Staff conduct daily risk assessments and take steps to minimise all hazards to children. Fire safety precautions are all in place and children regularly practise evacuating, this helps to ensure children are aware what to do in the event of a fire.

Children are protected from potential harm by experienced and knowledgeable staff who have all attended safeguarding training. Contact numbers are displayed for parents and staff who are aware of their essential role in the protection of children. A confidential record is available and staff have contact numbers ready in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and settle well, those who are new or less confident are sensitively supported by staff to do so in the welcoming environment. Children form good relationships with each other, they eagerly greet their friends as they arrive and excitedly show them what they are doing and quickly include others in their already established play. Children are confident and display high levels of self-esteem, they can play well on their own or with others. Dressing up in their favourite outfits or as characters is a popular small group activity with most of the children. Staff are supportive and caring towards the children and take time to listen to them, this helps children develop a sense of self-worth as they know staff value their contributions and are genuinely interested in what they say and do. The organisation of activities and routines of the session encourage children to initiate their own play and follow their own interests, as they freely choose to spend their time engaged in activities that interest and motivate them.

The group are developing the use of 'Birth to three matters' and use this to support their practice with this age group. They use a good system to observe and record children's achievement and progression following the framework. The framework is beginning to be reflected in their planning and staff informally adapt activities to ensure younger children are able to participate and make progress. For example, they provide a cosy cushioned area with books and soft toys for children to retreat and place a strong emphasis on sensory play which enables younger children to explore with their senses, yet extension opportunities for older children are endless. Children understand the routines of the group and come together happily for group activities such as story and music and movement, equally staff effectively split them into groups at other times to ensure everyone is able to join in and contribute. The effective key person system ensures children always have a familiar face and trusted adult to support their individual needs.

Nursery Education

The quality of teaching and learning is good. A good balance of adult-led and child-initiated play ensures children are motivated and engaged in a broad range of developmentally appropriate

activities. Staff use their good knowledge of the Foundation Stage and how children learn to provide a stimulating environment which reflects all children's background and the wider community and is based upon their interests. Staff use an effective range of teaching methods to motivate children so all children are keen to learn and make progress such as open-ended questions and effective challenge strategies. They use successful strategies to engage and interest children, for example, 'Beat Babies' are given out to children during music and movement which they enjoy moving when directed by the CD. Staff constantly join in with children's play, getting down to their level, to extend their learning and they informally adapt activities to provide children with realistic challenge.

Planning is based on topics and is balanced across the six areas of learning and is linked to appropriate stepping stones. Regular focused activities are carried out and evaluated, however, these need to be developed further to include adaptation and differentiation, ensuring they provide sufficient challenge and suit the particular needs of individual children. Assessment is based upon meaningful observations recorded in children's records of progress. However, they have not yet devised an effective system to indicate how the identified children's next step in learning has been used to inform future planning. Staff manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour.

Children genuinely enjoy their time at the setting. They have a positive attitude to learning and become confident and self-assured in their play, negotiating and interacting well with their peers to share ideas and experiences. They develop their self-esteem and take great pride in their achievements, for example, actively seeking out staff to show them what they have done. Children play together well, cooperating and offering their own suggestions when in the large well-resourced role play area, for example, counting out food items and singing as they do the washing up. They have good pencil control, for example, when copying their name to label their own pictures and make excellent use of descriptive language when telling jokes to their friends at snack time.

Most children confidently recognise their own name when finding their coat peg or match with their place at the snack table and make good use of the well-resourced writing area. They use mathematical language during their play and often practise their counting skills. Children enjoy activities such as counting the number of adults and children at registration and confidently complete number puzzles, this develops their number recognition. Some children demonstrate simple calculation skills when adding together food items in the role play area or ingredients when making play dough. Children competently display their skills when independently using the computer and operate everyday technology as part of their play. For example, they enjoy talking to each other on the telephone in the home corner.

Children take part in activities to learn about living things and growing which develops their awareness of change. Regular opportunities are provided to cook and make play dough, allowing children to experiment with changing states and texture. They make good use of their imagination in planned and spontaneous role play situations both inside and out. They explore their creativity while experimenting with a wide range of media and materials, during both small and large scale activities, such as junk modelling or mark-making with paint, twigs and cotton reels. Overall, children make good progress in their learning and achieve well given their capability and starting points.

Helping children make a positive contribution

The provision is good.

The group successfully provides an inclusive provision which reflects all children's backgrounds and the wider community, this helps children develop a good sense of belonging. They regularly celebrates cultural and religious festivals through planned activities and additional equipment and resources, most recently activities have been planned to celebrate Chinese New Year and the children's work adorns the room. All children are valued and included and have equal opportunity to access resources and equipment that meet their individual needs, so they can become confident and independent. The key person system ensures children acquire social confidence through spending time with a familiar and trusted adult. Staff recognise the importance of children's individuality as they work closely with parents to ensure each child's personal characteristics and preferences are respected, this also helps them to develop and promote their role and identity within the group. Displays of children's work helps children feel valued and included.

Effective arrangements are in place to care for children with learning difficulties and/or disabilities. The group is proactive in ensuring children receive good levels of support, with a designated member of staff attending specific training, this enables them to meet children's individual needs and further develop their understanding of the code of practice. The group is committed to working with parents and other professionals to ensure children's needs are met and planning takes account of children's individual targets. Staff provide children, with English as an additional language, with extra support and encouragement as necessary and share information with parents to ensure all children are able to participate within the provision.

Children's spiritual, moral, social and cultural development is fostered. Children are learning right from wrong and to show respect for others. They are learning responsible behaviour because staff are good role models and use calm and consistent strategies throughout the group appropriate to children's stage of development such as providing children with a countdown warning before tidy up time, this is followed by hand clapping to instigate the start. Staff actively empower children with the skills to make their opinions known and enable them to solve minor behaviour disputes by themselves, for example, using sand timers and encouraging children to tell others when something has upset them. Staff consistently praise children by name, for example, thanking them for putting the cars back into the box and leaving the floor safe, so others will not slip. A system is in place to record any behaviour incidents, which are subsequently signed by parents. However, staff need to ensure children's identity remains confidential when recording incidents which will be shared with other children's parents.

Parents receive good, accurate information about the running of the provision and are kept up to date with any changes through regular newsletters and via notice boards. A welcome brochure is full of useful information to help parents understand the routines and ethos of the group. Effective settling-in procedures and the daily exchange of information between parents and staff ensures children's changing needs are met and provides continuity of care. A clear complaints procedure provides parents with all the necessary information should they wish to make any concerns known.

The partnership with parents and carers of children receiving nursery education is good. Parents receive full information about the Foundation Stage in the setting's prospectus and via displays. They are informed about the weekly plans through short term plans which are displayed on the wall of the room each session. Further information about long and medium term planning is provided through the regular and informative newsletters they receive. Parents can view their

child's achievement records at any time and make ongoing contributions regarding their progress. Parents make positive comments on how well their children have developed at the group and appreciate the commitment of the staff. Children's starting points are discussed with parents and logged within their 'All About Me' booklet. Previous records of achievement and current observations are used to define individual educational needs and next steps in learning. Therefore, children's learning is enhanced through a good working partnership.

Organisation

The organisation is good.

The provision is well organised to provide a welcoming and child-friendly environment where children develop well across all areas and their individual interests are recognised. The staff and management committee are dedicated to raising all outcomes for children. Space is used well and children are happy, relaxed and settled within the setting. They have sufficient space to move around in comfort and safety. Staff are well deployed and supervise all the children well. There is a successful recruitment policy in place which ensures all staff who are employed are checked for their suitability and undergo a thorough induction process. Staff and their roles can be easily recognised by parents from the display in the entrance. Annual appraisals are held for each staff member which enables them and management to highlight their skills and to discuss any further training they may benefit from. This ensures their knowledge and understanding of childcare practice is kept up to date and their skills and interests are developed further. Staff have a good awareness and understanding of the setting's policies and follow procedures to ensure consistency of care for all children. All relevant documentation is well-organised, maintained and is readily available for inspection.

The leadership and management of nursery education is good. The supervisor is proactive in acknowledging areas for improvement to nursery education and is working closely with staff and the local authority support teacher to ensure they continue to develop these areas such as planning and assessments. She has already attended training related to the introduction of the Early Years Foundation Stage and this has started to influence the planning documentation. The supervisor delegates responsibilities well to all staff. For example, all staff are involved in all aspects of the planning and share responsibility for producing evaluated documentation each week. All staff are included in the planning process and there are good links with the local schools, this promotes children's smooth transition from pre-school to the reception class. They also encourage parents to share their child's developmental records with the reception teacher to ensure children have the necessary skills to enable them to settle in quickly. Regular meetings allow management and staff to discuss their ideas and suggestions to ensure consistency of care and practice is maintained.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 all accident records consistently and accurately log the exact location of the injury
- ensure children's identity remains confidential when recording behaviour incidents which will be shared with other children's parents.

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 further adult focused activities to include adaptation and differentiation to ensure they provide sufficient challenge and suit particular needs of children
- develop further the use of observations from children's developmental records and their identified next steps and devise a system to indicate how these have been used to inform future planning.

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