

# Wark Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY364559
<b>Inspection date</b>	13 May 2008
<b>Inspector</b>	Stephen Andrew Blake
<b>Setting Address</b>	Wark C of E First School, Wark, Hexham, Northumberland, NE48 3LS
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<b>Registered person</b>	North Tynies Childcare Ltd
<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?

Wark Pre-School was first established in 1998 and is located within Wark Church of England First School in the village of Wark, approximately 12 miles from Hexham. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 09.30 to 12.00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from two to under five years on roll. Of these, 16 children receive funding for early education. The nursery serves children from the immediate and extended rural areas.

Wark Pre-School is one of five settings managed by North Tynies Childcare Limited. Three staff are employed to work at the setting, two of whom hold appropriate early years qualifications.

The setting is a member of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. They benefit from a clean and well-maintained environment and staff have established generally effective systems to monitor the medical needs of individual children. There are some out-of-date items in the first aid box. Staff provide children with a good level of support and guidance to help them gain and develop an age-appropriate understanding of hygiene and personal care. They are proactive in raising children's awareness of how to maintain and improve their health, for example, implementing a 'healthy teeth' campaign and providing all children with toothbrushes.

Children enjoy a range of age-appropriate and well-planned activities that enable them to explore, test and develop their physical skills. They have a positive attitude to physical exercise and eagerly participate in activities such as using the large parachute to roll and toss bean bags in the school hall and run with hoops in the outdoor area. Staff have an appropriate understanding of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, and have a good understanding of each child's stage of development. Children are supported effectively by staff as they try new experiences, such as sampling a new food at snack time. Children's physical skills are further promoted because staff provide a good range of indoor activities to challenge and extend their physical development, for example, when using a range of tools for craft and construction activities.

Children help themselves to easily accessible drinking water throughout the session and enjoy fresh fruit at snack time. Their individual health needs are monitored effectively by staff and snacks are planned according to children's dietary requirements. Children are beginning to understand the value of good nutrition as staff explain the importance of healthy eating and a healthy lifestyle, for example, during a discussion at snack time.

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

The provision is good.

Risks of accidental injury to children are minimised because staff implement generally effective risk assessments to help reduce potential hazards. They have not undertaken a risk assessment for when children independently use the school corridor to access the toilets. Staff implement policies and procedures effectively to help ensure that children are safeguarded. They have a good understanding of children's individual abilities and of how to achieve a balance between freedom and setting safe limits, for example, by carefully showing children how to carry scissors in the playroom or asking children how they intend to move across the low beam in the school hall. This enables children to develop appropriate levels of independence and to participate safely in a range of well-planned indoor and outdoor activities.

Children stay safe because staff enable them to independently access a range of good quality toys and equipment which meets safety standards. Regular communication with parents contributes to children's safety. Children are secure because they have a good relationship with the adults caring for them and are confident to ask staff for help when needed. They are well protected by staff who have a clear understanding of child protection policies and procedures and give top priority to children's welfare.

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

The provision is good.

Children enjoy their time at Wark Pre-School. They achieve because staff use their understanding of child development and of early years guidance, such as the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, to provide good quality care and education. Staff use their knowledge of child development appropriately to plan activities and resources that are accessible and age-appropriate, in accordance with individual children's abilities.

Children settle quickly on arrival as staff ensure they have information from parents and carers regarding the child's individual needs for that day. Staff have a thorough understanding of the uniqueness of each child and this helps the youngest children make progress. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Staff support children's early communication skills effectively through sensitive and age-appropriate interactions. They use a good range of questions to challenge and stimulate children's learning and value all children's contributions. This promotes children's confidence and self-esteem. Children relate well to each other and have strong relationships with staff. Children begin to make sense of the world and express their ideas as they join in a good range of planned activities, for example, when writing letters in the 'post office' and in discussions at registration and snack times.

### **Nursery education**

The quality of teaching and learning is good. Staff have a good understanding of individual children's needs and plan activities that stimulate and support their learning and development. Children are motivated and challenged as staff provide a range of accessible, good quality resources to support their development across all areas of learning. Staff have created a relaxed and supportive learning environment and understand each child's individual needs and abilities. Children are eager to learn, self-assured in their play and confident to try new experiences. They approach adults with confidence to ask questions and develop their understanding. Children are using marks readily to represent their ideas and some older children can write their own names. They use their imagination effectively and are beginning to make sense of the world around them, for example, when going for local walks, using the school hall and receiving visitors to talk about their role in the community. Children have access to information and communication technology throughout the session but are unfamiliar with how to use it and this restricts their learning.

Children work well together. For example, they share resources when using a range of craft materials or model tools as they work together as 'builders'. Staff challenge children's mathematical thinking appropriately, for example when counting each other during registration, counting the number of jumps during exercise and counting the number of coloured animals during a board game. Children's vocabulary is supported effectively by staff who encourage children to talk about their day during registration and discussions at snack time. Their physical skills develop and improve through a wide variety of experiences, for example, when balancing on the beams and rolling on the mats in the school hall.

Staff quickly obtain information from parents about children's individual needs and background circumstances. They share verbal information with parents on a daily basis about their child's care routine and have established effective written systems to communicate weekly with parents

about their child's activities and learning. Staff have a good relationship with parents and offer confidential and sensitive support to children and their families where this is appropriate. As a result, parents are confident in the ability of staff to meet the individual needs of their child.

Staff have created a relaxed and supportive learning environment. They have a flexible approach to planning and have established a good balance between adult-led and child-directed learning activities and this generally works well. However, they have not yet implemented systems to ensure that all staff understand the desired learning outcomes for adult-led activities and to monitor the impact of these activities upon children's learning and development. Staff are perceptive to children's interests during self-initiated play and use questions successfully to challenge children's thinking and language skills. They use generally effective systems of assessment to observe and monitor children's activities and meet with parents to agree and record the next steps in their children's learning. However, where parents cannot attend a meeting with staff, children's next steps in learning are not recorded.

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

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and the family context for each child. Children's behaviour is good because staff implement age-appropriate and sensitive behaviour management strategies. Children have an appropriate understanding of right and wrong as staff offer gentle reminders to care for each other and in discussions about the importance of sharing, for example, when children use resources in the home corner. Staff effectively provide a warm, caring and supportive environment to all children. Children work well to problem solve with minimum adult intervention and are considerate and helpful towards each other.

Children have a good range of opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting and outings to local places of interest. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents find staff supportive and are confident in the ability of staff to meet their child's individual needs. Staff have obtained a generally appropriate range of written parental consents to children's care routines. However, the systems for obtaining parental consent to seek emergency medical advice or treatment in the future and for clarifying the activities to which parents give their consent are not robust. Staff provide parents with a good range of written and verbal information about their child's care routine and activities during their time at the pre-school. Parents participate on the management committee and are involved in fundraising. Parents' views about their child's individual needs and interests are actively sought on a regular basis throughout their time there. This positive relationship with parents contributes to all children's well-being within the pre-school.

### **Organisation**

The organisation is good.

Children's care is enhanced by the good quality of organisation. The leadership and management of nursery education is also good.

The premises are well-organised. Indoor and outdoor opportunities are laid out to maximise play and learning choices for children. All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed.

Children benefit because staff working with children are appropriately qualified. Staff are committed to continuous improvement and development and are supported effectively by the pre-school voluntary committee and by the management committee of North Tynies Childcare Limited. An effective monitoring system ensures that the setting's policies and procedures are consistently applied. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

### **Complaints since the last inspection**

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. 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 QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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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 that the contents of the first aid box are checked frequently and replaced as necessary
- conduct a risk assessment for when children independently use the school corridor to access the toilets
- review the system for recording parental agreement to individual care and activities provided for children and ensure this includes parental consent to the seeking of any necessary emergency medical advice or treatment in the future.

#### **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):

- implement staff plans to record the desired learning outcomes for adult-led activities and to monitor the effectiveness of activities towards achieving the desired learning outcomes for children.
- provide children with additional support in the use of information and communication technology to further extend their knowledge and understanding of the world
- review the system of assessment to ensure that all staff are clear about the next steps in children's 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)