

South Wootton Pre School

Inspection report for early years provision

Unique Reference Number	EY349664
Inspection date	15 May 2008
Inspector	Melanie Calway
Setting Address	Village Hall, Church Lane, South Wootton, Kings Lynn, Norfolk, PE30 3LJ
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Registered person	The Trustees of South Wootton Pre School
Type of inspection	Integrated
Type of care	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.

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?

South Wootton Pre-school re-opened in its current premises in 2007. It operates from one room in the local village hall situated in South Wootton, in King's Lynn, Norfolk. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from 08.30 until 11.30 on Mondays, Wednesdays and Thursdays and from 08.30 to 14.30 on Tuesdays and Fridays for 37 weeks of the year, during school term-times. All children share access to a secure enclosed outdoor play area.

There are currently 48 children from two to under five years on roll. Of these, 25 children receive funding for nursery education. Children come from the local catchment area.

The pre-school employs seven staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification. The setting is supported by a teacher from the local authority and has been awarded accreditation under the 'Norfolk Quality Assurance Scheme'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well because there are good hygiene procedures in place. Children are encouraged to wash their hands before eating and after using the toilet and so are learning about good hygiene through the daily routine. Children use a portable sink unit in the hall and use this independently. Individual paper towels are provided to minimise the risk of cross-infection. A poster in the bathroom, which the children helped to design, gives visual prompts to remind them how to wash their hands. Toys are washed regularly and cleaning systems are in place to ensure that the hall is kept clean. Nappies are changed behind the display screens to give children privacy and staff use disposable aprons and gloves to prevent the spread of infection.

Children's medical needs are met as there are always two members of staff present who have a current first aid qualification, and a first aid kit is kept in the kitchen so that minor accidents and injuries can be dealt with appropriately. An accurate record of all accidents is maintained. There is a system for recording the administration of medicines. Written consent has been obtained from parents to seek emergency treatment or advice should the need arise. Children are protected from the risk of infection as there are clear procedures on excluding children with infectious conditions, and the list of common exclusion periods is kept on the notice board.

Children are able to rest, if they need to on cushions in the book area. Children have regular opportunities for exercise and fresh air as they have free access to the outside area for most of the session and can choose when to play outside. Children are able to develop co-ordination and control as they play on scooters and ride on toys outside. They practise kicking and throwing balls and enjoy playing parachute games, which help them to develop large motor skills. Inside there is a long balancing beam for them to develop physical skills. They develop fine motor control as they use pencils and paint brushes, use play dough tools and pour their own drinks.

Children are offered a healthy snack of fresh fruit, vegetables and crackers. They are able to choose when they have their snack and so can eat when they are hungry. Snack time is a pleasant social occasion with children sitting in small groups. They are encouraged to learn about healthy eating as they taste fruit and vegetables at a tasting session, and staff use these opportunities to talk to children about the benefits of a healthy diet. Children also learn about health issues as visitors like the dental nurse are invited to come and talk to children about looking after their teeth. This is done in a way that is fun for the children and that they can understand. Children are given milk or water to drink at snack time and fresh drinking water is available throughout the session for children to help themselves to when they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are safe and suitable. The premises are secure as the doors are locked while children are present and there is a system for recording visitors. Arrival and departure times are well managed to ensure children's safety. Children have plenty of room to play in the large hall which is set out with a wide range of activities and equipment. Room dividers are used to present displays to make the environment welcoming to children. Children have free access for most of the session to the outside area where further activities are available.

Children access a wide range of appropriate toys and equipment. Toys are age-appropriate and checked regularly for hygiene and safety.

Children are kept safe as daily safety checks are carried out to check that the environment is suitable and there is an on going risk assessment. Staff are deployed throughout the setting to ensure that children are supervised, and staff move in and out as children move between the outside and inside play areas. Children are learning about safety issues as topics, such as, road safety which are covered by the setting and visitors, such as, police officers are invited into the setting. Children are protected from the risk of fire as the fire evacuation procedure is clearly displayed. Regular drills are carried out so that children and staff know what to do in the event of a fire. Necessary fire equipment, such as, fire blanket and extinguishers are in place.

Children's welfare is safeguarded as all staff have recently attended child protection training to update their knowledge in this area. Staff are clear about their responsibilities to refer any concerns. Up-to-date information on child protection is kept in a clearly labelled folder and is easily accessible should a referral need to be made.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting confidently with their parents and carers and are greeted warmly by staff. After selecting their names to register they settle quickly to the activities available. A staggered starting time makes it easier, particularly for younger children to settle as they can get the attention they need. The hall is set out attractively with a wide range of activities for children to choose from. Resources are arranged in small drawer units to encourage children to make choices for themselves. This promotes children's self-esteem and independence. The structure of the session is very child-centred allowing children to make choices about when they play outside and when to have their snack. Children's independence is promoted as they pour their drinks, choose what they want to do and help to tidy- up. Staff sit at activities with children and talk to them kindly, listening to what they have to say and making suggestions about what they might like to do. The needs of children under three are met well. The setting is familiar with the 'Birth to three matters' framework and provides appropriate opportunities. During group times young children are provided with alternative activities if they are unable to sit still and young children have opportunities for messy and exploratory play with shaving foam or play dough. Children are forming positive relationships and there are times when younger children play co-operatively with the older ones in small groups.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and plan activities to cover all six areas of learning. Staff meet every week to discuss the plans and these opportunities are also used to adapt the plans to the needs of individual children. The learning environment is well organised to provide children with activities which cover all the areas of learning and to provide children with opportunities to be independent and to initiate their own play. Staff sit with children and talk to them, asking questions to encourage them to think, although, there are some occasions when opportunities to extend and develop individual children's play are missed.

Children communicate confidently and express their own ideas. They approach staff to communicate their needs. They are recognising print as they select their names to register and

the environment has examples of print displayed. There are opportunities for them to practise writing their name on the chalkboard outside and writing materials are readily accessible inside. Children enjoy listening to stories in small and large groups. Children are encouraged to count as they play and staff pick up well on opportunities to encourage them to perform simple calculations, by asking 'how many more do we need to make ten?' or by adding the tins of beans up in the shop. Children are also using the language of shape and size as they play.

Children are busily involved in the activities offered and sustain interest during group times, for example, when listening to the dental nurse. Children are forming good relationships with adults and with each other and play happily in small groups. They have formed friendships and say 'good bye' to their friends at the end of the session. Children use their imaginations as they play with the shop or have a pretend picnic, although, on some occasions pretend play is not extended or developed by adults. They express themselves well using different media, such as, paint or play dough and resources are set up so that children can initiate their own craft projects, for example, making an octopus with paper and scissors or building an aeroplane with the construction set. Children learn about the world around them through planned visits from the police or dental service. They plant seeds in tubs outside to learn about growing and the tasting session encourages them to use their senses and to try fruits and vegetables they have not tried before.

Key workers make regular observations of children's play and learning, and these are recorded in their learning records, along with the next steps for their development so that staff are aware of how they want to help children to progress. The next steps are then taken into account when planning future activities.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met because information is obtained from parents about their care when they start. The key worker system enables staff to get to know children well as key workers observe them while they play. Children are beginning to learn about the wider world as some resources reflect other cultures, lifestyles and festivals which are celebrated to give children an idea about how other people live. Children are given appropriate support. The setting welcomes children with learning difficulties and/or disabilities and staff attend training to ensure that they have the necessary skills and knowledge in this area.

Children behave well because they are happily occupied and can make choices about their play. The setting's rules which children helped to form, are displayed in the play room so there is consistency of approach. Children enjoy being given responsibilities and ask for jobs, such as, putting out plates at snack time. Staff also encourage children to have good manners and say 'please' and 'thank-you'. Children's spiritual, moral, social and cultural development is fostered. They are forming positive relationships with adults and with each other, and learning about the world around them through planned topics.

Children are cared for effectively because there is a good relationship with parents. Parents are able to chat to staff when they drop their children off. Information is provided for them on display boards in the entrance hall and regular newsletters keep parents informed. The setting actively seeks parents views by sending out an annual questionnaire and responding to any points raised. The complaints policy is in line with current regulations and Ofsted's number is displayed so that parents can contact the regulator if they should want to.

The partnership with parents and carers of funded children is satisfactory. Some information about the Foundation Stage is displayed on boards in the entrance hall and parents are notified about the current topic. Parents are given periodic reports on their children's progress and can ask to see their children's records at any time but these are not always easily accessible. Staff talk to parents and observe children to find out what they can do, but there is no system to ascertain children's starting points from parents, and no system to encourage parents to contribute to the records to become active partners in their children's learning.

Organisation

The organisation is satisfactory.

Children are cared for by suitable and qualified staff. All staff complete the necessary vetting procedure before supervising children and evidence of clearances is kept in the staff files. Committee members are also cleared. However, the system for tracking the checks for committee members is not sufficiently rigorous and evidence of their checks is not easily accessible. Most of the staff hold appropriate early years qualifications and the deputy supervisor is currently undertaking a higher qualification. In addition, all staff undergo on going training to ensure that they are kept up- to-date.

The premises are well organised to promote children's independence and to give them a range of interesting activities. Staff are generally well deployed to interact with children to extend their play and learning. The structure of the session allows children to make choices. An accurate record of children's hours of attendance is kept.

Documentation is in place to ensure that children are cared for effectively. Policies and procedures are in place and currently being reviewed. Some documentation is not kept where it can be easily accessed. Overall, children's needs are met.

The leadership and management of the funded children is good. The current manager has many years experience in the setting and leads a consistent and experienced staff team, supported by a voluntary management committee. The team has evaluated the provision of nursery education and introduced many improvements since the setting was last inspected in it's temporary premises. The team takes advice from a teacher from the local authority to continue to develop and improve and has completed the 'Norfolk Quality Assurance Scheme'.

Improvements since the last inspection

Not applicable.

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.

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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):

- develop systems to follow up checks for committee members, retain evidence of clearances and ensure that all the necessary records are easily accessible.

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):

- continue to pick up on opportunities to extend and develop individual children's play and learning
- provide regular opportunities for parents to share their children's learning records, develop systems to ascertain children's starting points from parents and encourage parents to contribute to the records so they become active partners in their 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