

Westover Little Stars

Inspection report for early years provision

Unique Reference Number EY358881

Inspection date 09 June 2008

Inspector Sara Bailey

Setting Address Westover Green Community Primary School, Westover Green,
BRIDGWATER, Somerset, TA6 7HB

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Registered person Westover Little Stars

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?

Westover Little Stars Opened in 2007 at Westover Green Primary School, Bridgwater, Somerset. It previously operated for over 18 years from Westfield Church Hall and was known as Westover Playgroup. The group operate from a purpose built premise and is managed by a parents' committee. They have one large playroom with a smaller room adjoining, office, kitchen and toilet facilities. There is a fully enclosed outside play area and the children may also use the school grounds for physical play. The group are registered for a maximum of 24 children aged two to five years. There are currently 43 children on roll, of whom 38 are funded three and four year olds. Two joint supervisors, a deputy and two members of staff hold a level 3 in Childcare. Two members of staff hold or are working towards a level 2 qualification. Children with learning difficulties and or disabilities are supported, as are those who attend who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as staff promote good hygiene practices. For example, children are reminded to wash their hands after using the toilet and before eating. They use liquid soap and individual paper towels to prevent cross infection. Staff clean the tables using anti-bacterial spray and display posters to show how to effectively wash their hands. Children are protected in the sun, with the promotion of sun cream being applied by parents prior to arrival and the use of sun hats and sunglasses. Shade is provided for outside play in the summer months.

Children benefit from most health documentation being effective. However, the consent for seeking emergency medical treatment is not clear and could compromise children's health in an emergency. A first aid kit is easily accessible.

Children's healthy eating is promoted by staff. They are provided with a variety of snacks such as fresh or dried fruit, cheese and crackers or crumpets. Parents are reminded of the importance of healthy lunch boxes and the use of ice-packs to ensure the contents are kept cool. Children have easy access to drinking water with the use of a filtered water dispenser.

Children have many opportunities to develop their physical skills. They enjoy a spacious inside environment to stretch out as they play and have free-flow to the outside play area for large parts of the day. They run around in the fresh air, use the trampet and play group games with the parachute or ride on wheeled toys. They also enjoy using the school apparatus to climb and be physical.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very safe within the pre-school. The premises are within a secure site of a primary school and their building is monitored with the use of CCTV and an intercom system. Visitors are accurately recorded. No hazards were identified at the inspection. For example, electrical sockets are protected, a safety gate prevents children accessing the kitchen and the garden is fully enclosed. A range of risk assessments are carried out to identify and address any potential risks as they occur.

Children can easily access a wide range of activities, toys and resources around the room and outside. Toys are of a good quality and in good repair. They are clearly labelled and stored effectively in low units to ensure children are safe as they self select and help to pack away.

Children's welfare is safeguarded as staff are aware of the importance of recording and reporting concerns. They have developed a support system within the school and completed joint training with school staff. In the event of being concerned about a child they have a clear child protection policy, which reflects procedures in line with the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children aged two and a half to three years are experiencing the same wide range of activities as the older children, but are being supported effectively to meet their individual needs. Children of all ages settle very quickly and thoroughly enjoy their time at the setting. They form good relationships with the staff and their peers. Children of all ages benefit from mixed ages in their key-working groups, as they learn from each other and develop their caring and sharing skills, which they are very proud of. For example, the children point to their pre-school t-shirts which have stars on them with the words 'caring and sharing' and remind their peers what to do to be kind.

Nursery Education

The quality of teaching and learning is good. Children experience a good range of activities, which are planned taking into account the current Foundation Stage curriculum and the Early Years Foundation Stage, which is to be implemented from September 2008. Weekly planning meetings between the senior staff are beginning to incorporate key workers' individual plans for each of their key children. Staff take it in turns to plan specific activities for all children. These are often craft related and although staff understand the learning intentions of the activities, the sheets are not always well prepared to give everyone the same insight into the children's learning intention. However, staff are skilled at adapting activities to either extend or support children as required. For example, when making Fathers Day cards, some children are encouraged to write their name alone as they can already form letters correctly, others who are showing an interest in writing are encouraged to try and copy their name and some are praised for just making marks and holding the pencil correctly.

Children are confident to interact with the staff, their peers and visitors. They ask appropriate, inquisitive questions, showing an interest in the activities being prepared and getting involved in them. They show an interest in books and stories, often asking staff to read to them during free play, both inside and outside. They retell the story in their own words well, with lots of expression and good vocabulary. Those children with speech delay are encouraged with high levels of staff interaction, labelling and open ended questions.

Children develop a good awareness of maths in their everyday play. They enjoy weighing and measuring 'Compare bears', lining them up in size order and sorting them by colour. Children use mathematical language to each other as they play with other toys, such as longest and shortest. Children count as they bounce on the trampet and routinely use their fingers to help them count forwards and backwards, which is introducing them to simple addition and subtraction. They explore natural materials such as peat, sand and water. For example, they paint outside in the sunshine with water and large paint brushes and rollers. They learn about the water evaporating quickly in the heat. They fill containers and use tools with skill.

Children play imaginatively with props both inside and outside. They enjoy dressing up and using pretend tools and an oil can to role play. They spontaneously turn chairs into a bus and use toys to be the steering wheel. The staff develop their ideas well and extend their vocabulary. Children learn about their own community and the wider world through their weekly topics and everyday activities. They enjoy looking at photographs of local attractions and facilities which are displayed on the wall. They explore different countries, seasons, places and people through meaningful activities such as arts and crafts, stories and visits.

Children develop their creative skills through regular access to a wide range of different media. For example, they use chalks, crayons, paints and pencils to make marks. They have free access to craft materials and enjoy both adult and child led activities. Staff are particular relaxed about planned activities taking a different direction than planned. For example, papier-mâché is initially being prepared by the staff but children ask to be involved in the preparation stage, which is excellent. They are then shown how they can use it to cover old boxes to make models, but they are more interested in the scooping and moulding of it into shapes. Staff accommodate this and children are involved in the mixing of the next batch.

Children's learning and development is recorded through regular observations. A newly implemented system ensures children are observed with planned activities and in their spontaneous play, which gives a good overview of a child's progress. The notes are transferred to their individual assessment records and used to influence future planning.

Helping children make a positive contribution

The provision is good.

Children's individual needs are understood and met very well. Staff know their families and home situations to enable children to feel secure. Equal opportunities is promoted in all they do. For example, boys and girls have equal access to activities, different cultures are explored with celebrations such as Chinese New Year and children with learning difficulties and/or disabilities are fully integrated within the group. Children's spiritual, moral, social and cultural development is fostered. Children are showing a good awareness of others. They tell each other how they like something they are wearing, apologise spontaneously if they get something wrong and listen intently to each other as they are talking. Children's behaviour is generally very good. Children self discipline themselves as they know the rules so well. For example, children tell the staff if they are aware of a child doing something they know they should not be and staff deal with this consistently. Children are involved in the packing away of activities and make choices in their play. They remind each other to be kind and caring, working out minor disagreements for themselves wherever possible with the sharing of resources. Inappropriate behaviour is dealt with calmly and consistently by staff. Behaviour incidents are accurately recorded and shared with parents.

Partnership with parents is good. Staff develop positive relationships with parents, which benefits the children. They are given good information prior to admission about the setting and the curriculum. Policies and procedures are clear and professional. Parents are kept up to date about the setting and topics through notice boards and regular newsletters. An open door policy promotes good information sharing, there are also formal parents evenings to discuss individual children's progress and development with the Foundation Stage Curriculum.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children greatly benefit from the new, purpose built premises, which allow for the room to be laid out ready for their arrival and easy access to their resources. Staff deploy themselves well to support the children, both inside and outside. The daily routine is structured yet flexible to provide security and meet individual needs. For example, there are specific times for snack but if children are happily playing it may be a little later.

Most documentation is accurate and in place, although the written consent for seeking emergency medical treatment is not very clear. This could compromise children's health in an emergency. The registration certificate is clearly displayed. An office with a designated book keeper ensures that documentation is given priority and records are well maintained. Policies are regularly updated to reflect current legislation and information for staff and parents. Evidence of staff's suitability is held on file.

The leadership and management is good. The joint supervisors are supported by a committee and a dedicated, established staff team. They are proactive at identifying their own areas for improvement and ways to address issues. They have regular staff meetings and planning meetings to ensure all staff are working towards improving the outcomes for children. Staff have started the Early Years Foundation Stage training and are beginning to implement it in preparation for September 2008.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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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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 parental consent for seeking emergency medical treatment is clear and comprehensive.

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):

- further develop planning and evaluation of activities to ensure individual needs continue to be met 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