



Winshill Pre-School

Inspection report for early years provision

Unique Reference Number	218284
Inspection date	19 October 2005
Inspector	Valerie Thomas
Setting Address	The Towerview Primary School, Vancouver Drive, Burton-on-Trent, Staffordshire, DE15 0EZ
Telephone number	07799 304704
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Registered person	Winshill 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Winshill Pre-School opened in 1967. It operates from two rooms on a primary school site in Burton-on-Trent. A maximum of 48 children may attend the setting at any one time. It is open each weekday from 08.00 to 15.30 during school term times. Children have access to a secure enclosed outdoor play area.

There are currently 45 children from 2 to under 5 years on roll. Of these, 38 children receive funding for nursery education. Children come from the local area. The setting

currently supports a number of children with special needs.

The setting employs eight staff. Six of the staff hold appropriate early years qualifications. Two of the staff are working towards a recognised qualification and three staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned routines. They know that they need to wash their hands before eating their snack to make them clean. Clear procedures for sick and infectious children help prevent the spread of infection. This keeps children healthy. Accident and medication systems are fully understood and all records are accurate and up to date.

Children benefit from a healthy and nutritional diet. Drinks are available throughout the day and children help themselves. They know that running outside makes them tired and thirsty. Children are given healthy choices for their snacks and enjoy eating crackers. They make their own fruit salad and learn that milk is good for them. Staff work in partnership with parents to meet children's dietary needs and encourage them to provide healthy options for their child's lunch. This helps children develop a positive approach to healthy eating.

Children enjoy good opportunities for physical exercise and regularly go outside during each session. The well-planned activities help children to develop their physical skills and encourage a positive attitude towards a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and well organised environment where all risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure the outdoor areas are safe and secure. Risk assessments are completed regularly and daily safety checks are made. Fire evacuation procedures are fully understood by staff and are practised with the children. Children know that they need to hold hands, go outside and wait on the grass if they hear the fire bell. This helps children remain safe.

Children use a varied range of safe good quality resources which are easily accessible. Staff set clear boundaries for children to ensure their safety but do not always explain why they are put in place. This does not fully encourage children to take responsibility for keeping themselves safe.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow. Many staff have

received training in child protection which ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident in the setting's welcoming and caring environment. Staff are beginning to implement the 'Birth to three matters' framework in their planning for younger children. Children have positive relationships with staff and receive comfort and attention when they need support. They play happily together most of the time. There is a varied range of activities offered each day, although they are not changed for children who attend both morning and afternoon sessions. Children show much interest as they count the legs on the aliens and build intricate models with the blocks. Children's language and communication skills are promoted well by staff through constant conversation and regular singing sessions. Consequently, children are able to answer questions and express their needs confidently. There is a suitable range of resources to promote imaginative play and children play together in small groups in the role play, dressing the dolls and taking them for a walk. As a result children's social skills are developing well. Accessibility to toys is good and children are able to make their own choices.

Staff are beginning to implement new systems for recording progress. However, past records show that these have not been completed regularly for all children and do not demonstrate how they are progressing.

Nursery education.

The quality of teaching and learning is satisfactory. Most staff have a secure knowledge of the Foundation Stage and a suitable understanding of how young children learn and progress. Planning is detailed, links clearly to the stepping stones and provides sufficient guidance for all staff to ensure learning intentions are followed through in most areas. However, planning does not cover all areas in literacy and mathematical development. Staff use satisfactory methods to maintain children's interest, sitting with children, asking questions and extending their play in most areas. They help raise children's awareness of the community and the wider world appropriately. However, some creative activities lack challenge for children and their free expression is not always encouraged and valued through displaying their own creations. The system for assessing children's progress is not robust. Records are not completed regularly for all children and there are areas of learning which have never been assessed. Consequently, this hinders staff's understanding of when children's learning needs to be extended. Behaviour is well managed and this results in a calm and caring environment for children. The room is well organised and offers a stimulating environment with a good range of accessible resources to promote children's learning.

Children show a strong sense of belonging as they greet staff on arrival. Children are interested and eager to take part in activities. They show good concentration as they build with the blocks and colour in their pictures. Children behave well most of the time, responding positively to the boundaries set. They know that the timer tells them

that it is their turn for the computer. Children's language skills are good. They speak clearly and confidently, sharing their experiences with staff and listen well to stories. Children show good interest in books, handle them well and enjoy sharing stories with each other. Opportunities for children to use pencils and crayons are available, although they are not often encouraged to develop their writing skills or use writing as a means of communicating.

Children understand and use numbers well. They count up to ten confidently and are able to match number to object as they count the balloons the rabbits are holding and join in action songs. However, more able children do not often develop problem solving skills, such as, finding out how many more chairs are needed at snack time or how many will be left when one is taken away. Children demonstrate that they understand shape well. They know that the balloons in the story are a circle and a square shape. Children develop an initial sense of time and place as they name what day and month it is and go for walks in the school grounds. Opportunities for children to develop their exploration and investigation skills are varied. They learn about change when planting seeds and mixing the icing sugar to decorate the traffic light biscuits. They learn how a telescope can be used to look into space and have a good understanding of how to use the computer. They know that they need to click the mouse to make the snakes come out of the basket.

Good use of the indoor and outdoor area helps children to develop all of their physical skills well. They use one-handed tools competently and show good pencil control as they colour their pictures. Children pedal bikes confidently and balance well on scooters. They enjoy exploring many different textures, such as dried peas, beans and pasta and are confident in naming colours. Children use their imagination well as they play in the home-corner but do not always have the opportunity to express themselves freely through art activities as there is sometimes too much direction from staff.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Their confidence and self-esteem is developed well by staff with use of praise and encouragement on arrival and during their play throughout the session. Staff ensure that the resources positively represent the children who attend as well as individuals from the wider community and many festivals are celebrated. Children have made 'Rangoli' patterns and have used Indian sticks to dance with. This helps children to develop their knowledge of the wider world and raise their awareness of diversity. The setting's policies promote inclusion for all, although the special needs policy does not fully reflect current legislation. Good support is provided for children with special needs and their needs are met well.

Children behave well for most of the time and respond positively to boundaries set by staff. They take turns and share, help each other to tidy away and are learning to use their manners. They know that if they hurt someone they need to give them a hug

and tell them they are sorry. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through discussion and parent information packs. There is a comprehensive complaints procedure in place. However, details available for parents do not fully inform them how the setting meets with new regulations. Workshops are held in the setting where parents are invited to come and join in with their child's play. Children's individual needs and routines are discussed and recorded with parents and open evenings are held to share details of children's progress. This helps children to settle quickly and enables staff to fully meet the child's needs. The partnership with parents of children who receive nursery education is good. Information on the educational programme is displayed inside the room and letters are sent home with ideas for parents to help their child progress. Children take 'Tatty' the bear home to share in the family's experiences. This enables parents to be involved and enhance their own child's learning. This helps children progress and enables them to make a positive contribution.

Organisation

The organisation is good.

There are effective recruitment procedures which ensure staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a good training programme implemented for staff and many training courses have been attended. This helps to broaden children's experiences and contributes to the quality of care provided. Induction systems and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare.

The leadership and management of the setting are satisfactory. Clear guidance is given by the management to ensure that staff are clear in their roles. Appraisal systems are in place to provide support for staff, although they have not yet been implemented for the managers of the group. Monitoring of the education programme provided takes place, however this has not been rigorous enough to identify where improvements are needed. Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection it was recommended that the setting should review the child protection policy and registration system and ensure activities and displays depict positive images of different cultures. The child protection policy now gives clear guidance for staff and includes all necessary detail. As a result staff have a good understanding which helps protect children from harm. The registration system has been revised and includes times of arrival and departure of children throughout the day and gives a clear picture of who is present at any one time. This ensures safety of children at all times. Additional resources have now been purchased and posters

are displayed to depict positive images. Different festivals are celebrated and staff have recently attended training in this area. This helps to develop children's understanding of diversity.

The last education inspection recommended that staff increased challenge for children by encouraging them to develop their independence, their understanding of calculation and for staff to provide more supervision when a new activity is introduced. Children are regularly encouraged to pour their own drinks, put on their own coats and go to the toilet by themselves. Consequently, children's independent skills are well developed. Good supervision is provided by staff at all activities and children are interested and confident in their play. Challenge for children to develop their problem solving skills is still limited and therefore this will remain a recommendation as part of this inspection.

Complaints since the last inspection

There are no complaints to report.

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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):

- develop further children's understanding of keeping safe through explaining why boundaries are put in place
- ensure the policies for special needs and complaints reflect current legislation.

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):

- ensure the system for recording progress is more rigorous to demonstrate clearly how children are progressing in all areas
- increase opportunities for children to express themselves freely, make free choices during creative activities and ensure displays of art work value

children's own creations

- provide more challenge for children by encouraging them to develop their writing and use these skills as a way of communicating and develop problem solving skills.

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