



Western Springs Community Primary Pre-School

Inspection report for early years provision

Unique Reference Number	EY286263
Inspection date	07 December 2005
Inspector	Elaine Poulton
Setting Address	School Road, Rugeley, Staffordshire, WS15 2PD
Telephone number	01889 256000
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Registered person	Early Years Governor Sub-Committee
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?

Western Springs Community Primary Pre-school group opened in 2005. It operates from the pre-school room and main hall within Western Springs County Primary School. The group serves the local and surrounding area. The provision has access to a secure outdoor play area.

There are currently 54 children from 2 to 5 years on roll. This includes 9 funded 3-year-olds. Children attend for a variety of sessions. The setting supports children

with special needs, and who speak English as an additional language.

The group opens five days a week Monday to Friday from 08:00 until 16:00 during school term time.

The setting employs seven part-time staff to work directly with the children. There are four staff, including the manager, who hold an appropriate early years qualification. Three members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership. The group fosters good links with Western Springs Primary School.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and general well-being is promoted well in the group. Their individual dietary needs are met effectively as information is shared with parents. Snacks are planned to offer a well-balanced selection of healthy food which includes fresh fruit, wholemeal toast and vegetables. Children can access drinks throughout the session and regular snacks and drinks are offered throughout the day.

Older children are familiar with the need to wash and dry their hands after visiting the bathroom and before they eat their snacks. Hygiene practices are well-established and are appropriate. Nappy checks and changing arrangements ensure younger children are protected from cross infection, as appropriate hygiene systems are in place.

Children participate in a variety of physical activities and exercise. Planned movement sessions encourage children to be active and move in a variety of different ways. They have good opportunities to develop their physical skills. The outdoor play area is accessed often and children get involved in planned activities, such as exploring woodland and walking through wet grass.

Staff are effective in ensuring that children are well cared for and that their individual needs are met. There are good procedures for managing accidents and informing parents, giving prescribed medication and caring for children who may become ill.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safety of the children is a high priority in this pre-school setting. Security is good with staff being vigilant with external exits ensuring that visitors are greeted but do not gain access to the setting or present a risk to the children.

Children use a wide range of safe, good quality and developmentally appropriate resources and equipment. They can access toys and games themselves, easily and

safely from a wide selection available. Equipment such as tables, chairs and furniture are all at suitable child height to ensure that children of all ages can use them, move around safely and sit down comfortably.

The children practice emergency evacuations regularly and are beginning to understand why they need to exit the building quickly and safely when the alarm is raised. There are fire precaution signs and risk assessment in place to minimise hazards and prevent accidents to the children. Safety precautions such as plug sockets and radiator covers help keep children safe in the setting.

Children are well protected from harm and abuse as staff have a good understanding of their role and responsibility in child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

The care, learning and play experiences for children in this setting are good. Children settle well and enjoy good relationships with the staff. Regular discussions with parents ensure that children are helped to feel safe and secure.

The pre-school group uses the 'Birth to three matters' framework successfully. The planning and assessment systems link together well. Young children experience a good variety and balance of activities that are planned for accordingly, to ensure they become competent young learners.

Children take pleasure in experimenting with different textures such as, paint. They enjoy rolling, patting and moulding play dough into different shapes. They are beginning to find out about likes and dislikes including their favourite foods and songs. They enjoy discovering things about dinosaurs and mini beasts through topic and themed work.

Board and floor games such as lotto and jigsaws encourage children to concentrate, participate and work together. They take pleasure in sitting together on the 'Reading Bus' turning pages over carefully and describing the exciting parts of the story book to their peers. Younger children enjoy dressing-up in different costumes to enter the imaginary 'Winter Wonderland' that they have created from wrapping silver coloured foil and shiny paper around an indoor climbing frame.

They watch and listen to each other and as a result they are beginning to learn how to share resources in a small group situation. They are building good relationships with staff and peers but are not always helped to understand what is right and wrong.

Funded Nursery Education.

The quality of teaching and learning is good. Staff ensure that resources are accessible to all children and activities are stimulating. Staff are knowledgeable about how children develop and support children's learning across all areas of the Foundation Stage. Some staff are further developing their skills and understanding of the stepping stones, through take up of appropriate early years training. Staff are

clear about offering appropriate challenges to extend more able children's learning. They support children's good behaviour well and they consistently praise and reward children for their achievements. There is a good system for assessing children's progress based on observations of what children can do. They use this information to provide activities built on what children like, are interested in and need to do next in their learning.

Children interested and motivated to learn. They sit quietly during registration concentrating well and they answer to their names. They are well behaved because they are interested in a range of activities. They are developing their independence through routine activities and are able to make their immediate needs known. Their self confidence is growing and they talk excitedly about things that have happened to them and what is of interest to them.

Children respond well to stories and enjoy exploring real and imagined experiences, through role play, using feely bags and story bags. They are beginning to use different mediums to practise mark making. They can recognise their registration name card and have good opportunities to hear, say and link sounds and letters to the alphabet. They enjoy using puppets and talking dolls. They also take home some sound recognition work to share with their parents.

Children are developing a good understanding of numbers through both practical and adult led activities. They can recognise and name basic shapes. They also sort and compare the size of different objects and use appropriate vocabulary to describe large, medium and small.

Children explore and investigate different materials, using all their senses. They look closely at objects and are interested to find out about how things work, such as tape recorders. They are learning to use the computer and practise mouse control skills. There are few opportunities for children to identify features in their local community and the natural world around them.

Children enjoy active play and willingly take part in music and movement sessions. They understand the concept of waking up their muscles by stretching, crouching, galloping and walking on tip-toe. They are able to move safely in different ways around equipment and furniture in the setting.

They explore and use different textures, such as wood and bark and express their thoughts and ideas through a widening range of materials. They are beginning to use small and large pieces of equipment, such as scissors with increasing dexterity and control.

Helping children make a positive contribution

The provision is good.

Information about children's individual care needs is shared between staff and parents and this means children are supported effectively in the setting. Staff have a good understanding of equal opportunities and use this to introduce activities to interest children in different cultures and beliefs.

Staff support children with special needs effectively and work closely with parents and other professionals such as a pre-school teacher to ensure that they are included in the life of the pre-school and can access all activities and all areas of the provision.

Children are praised and rewarded consistently when they are behaving well and this in turn promotes and reinforces good behaviour. Not all younger children are helped to learn right from wrong. They are learning how to share resources in a small group situation and are building good relationships with staff and peers. Their social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is good. Staff are continually developing systems to ensure that parents are kept fully informed about their child's progress towards the early learning goals so that they are actively involved in their child's learning.

Organisation

The organisation is good.

The setting employs experienced, qualified and vetted staff to ensure that children are cared for and are well protected. Staffing ratios are maintained at all times resulting in children's care, learning and play being well supported. There is a consistent staff team which helps children to settle in well, develop good relationships and enjoy their play and learning.

Policies and procedures which support good practice are in place and staff are fully aware of their roles and responsibilities to care for children and to ensure that children's good health, safety, enjoyment and ability to make a positive contribution is promoted well.

Older children behave well as staff reward their good behaviour and achievements with praise and encouragement. Some activities and discussions planned to help younger children understand right and wrong and to support younger children to build on their language skills are not always fully effective.

Most activity plans successfully promote children's learning. Staff are well deployed and indoor space and equipment is well organised. The outdoor play area is not always used to its full potential as there are few activities planned to help older children explore their local community and natural outdoor environment. Resources are well maintained, safe and accessible but there are fewer labels on resources and equipment that help younger children identify them.

Leadership and management is good. The manager is experienced, has a good knowledge of the Foundation Stage and offers direction to staff to ensure a consistent approach to children's learning. Individual staff supervision and evaluation systems are in place to support staff and identify further training to ensure children continue to make good progress across the Foundation Stage. The manager is good at identifying strengths and weaknesses in the setting.

Overall the provision meets the needs of the children who attend.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- continue to help and support younger children to understand right and wrong through activities and discussions
- use more written labels on furniture and equipment and provide play opportunities and appropriate first hand experiences which allow younger children to build on their language skills

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):

- extend the opportunities for children to use the natural environment, local community and outdoor play area to support their learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk