



## Wycliffe Pre-Prep

Inspection report for early years provision

<b>Unique Reference Number</b>	EY277589
<b>Inspection date</b>	02 December 2005
<b>Inspector</b>	Susan, Esther Harvey
<b>Setting Address</b>	Ryeford Hall, Ebley Road, Stonehouse, Gloucestershire, GL10 2LD
<b>Telephone number</b>	01453 820 470
<b>E-mail</b>	Prep@wycliffe.co.uk
<b>Registered person</b>	Wycliffe Preparatory School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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 outstanding.

### WHAT SORT OF SETTING IS IT?

Wycliffe Nursery, Kindergarten, Out of school and Holiday club, operates from four rooms within the Wycliffe Pre-Prep department. A maximum of 60 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share secure outdoor play areas within the grounds of the school.

There are currently 29 children aged 2 to 4 years on roll. Of these, 23 children

receive funding for nursery education. Children come from a wide catchment area. The setting can support children with special needs and those who speak English as an additional language.

The nursery employs 9 staff. All staff including the manager hold appropriate early years qualifications. One staff member is working towards a qualification in play work.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children experience an excellent range of activities that assist them in developing their physical skills and encourage a healthy lifestyle. They are very confident in their physical abilities and have access to a wide range of indoor and outdoor equipment. All children have a daily walk, and all children have regular physical exercise on various equipment during the day. However children who attend the out of school club have limited opportunities to exercise during their time spent in the club.

Older children are very independent in their personal care. They are fully aware of the importance of personal hygiene. Staff act as good role-models and encourage the children to practise good hygiene routines. Staff members offer a high level of support to younger children who need assistance in completing personal tasks. Staff discuss children's individual medical needs with parents. All staff hold a valid first aid certificate.

Children have healthy choices about the food they wish to eat at snack time and meal times. All children receive a cooked midday meal. Children walk to the refectory each day and choose from a good range of nutritious meals. They independently carry their tray of food to the tables where staff join them. Meal times are a social and happy occasion where siblings gather together each day. A menu is provided and children are made aware of their choices before leaving for the refectory. Children are developing a good awareness of the importance of healthy eating; for example, a discussion about the need to eat fruit each day took place within the kindergarten at snack time.

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

The provision is good.

Children are cared for in bright, clean surroundings. Children's work is displayed attractively in all areas of the setting, and photographs give a clear indication of the activities and the social interaction between children and the staff. The well orchestrated organisation of the setting means that children can move around safely and freely to independently access resources from child height tables and shelves. Children use an excellent range of high quality toys and equipment that is in good condition and appropriate for their age and stage of development. The wide range of outdoor play facilities are safe and well maintained.

Children benefit from a good range of safety measures. For example, the building is secure and staff wear identification at all times. They learn about personal safety from visitors who talk about keeping safe on the road. Children learn to take responsibility for keeping themselves and others safe; for example, sweeping up sand to prevent others slipping on it.

Children are highly protected by staff members who have a clear understanding and awareness of the signs and symptoms of child abuse. Staff members have a good understanding of their personal responsibility with regard to the procedure to follow if they have any concerns about a child. This ensures that children remain safe in their care.

A robust system is in place which ensures any written complaint from parents will be managed appropriately.

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

The provision is outstanding.

Children arrive happily into the setting and develop excellent levels of confidence and self-esteem. They participate enthusiastically in the activities on offer. Staff are very aware of the children's individual needs, and the high staff-child ratio enables children to be cared for in a family environment. Children make friends with their peers and develop sound relationships with the staff. Children play happily together and initiate conversations and involve other children in their play. Staff provide all children with a high level of interaction in both planned and free play. All children are enthusiastic about learning new skills. For example, children who attend the out of school club learn to knit and make a frieze to display in the school, highlighting the need to care for the planet.

#### **Nursery Education.**

The quality of teaching and learning is outstanding. Children are extremely confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the excellent variety available to them. Children develop independent skills through a very good range of planned activities linked to topics. They are enthusiastic to assist with daily tasks; for example, tidying up independently after using equipment, and voluntarily sweeping up the "magic sand." Children sit and listen well in groups; staff members encourage them to put forward their thoughts and feelings when listening intently to a story about animals living out in the cold. Staff members encourage children's curiosity and reinforce their learning through questioning, repetition and well planned topics. Children behave impeccably and are very aware of the boundaries and the high expectation from staff of their behaviour towards each other and adults. An example of this is acknowledging visitors, answering their name at register time and sharing toys and resources.

Children relish in the opportunity to listen to stories made interesting by the enthusiastic way each story is presented by staff members. Puppets and story sacks are used to support stories. Children enthusiastically join in with the story and anticipate what may happen next. Children look at books on their own and have

access to a well stocked library in order to borrow books to take home. Staff members provide many opportunities for children to make marks and practise their writing skills using paper, paint and the “magic blue sand tray”. The tray is readily available where children can spontaneously create swirls and patterns in the sand, so assisting them to master their hand and eye co-ordination and pre-writing skills.

Children count up to 10 and several count beyond this. They are confident in their use of calculations and have many opportunities to use these skills each day; for example, counting the children who are present at register time and comparing the number of cups to the number of children at snack time. Children are eloquent with their use of mathematical language in their play, such as shorter, small and bigger. They are keen to discover the world around them and take care of living things. An example of this is children take turns to feed the gold fish each day and to plant seeds and bulbs ready for the spring. Planned themes develop children’s awareness of different cultures and traditions. They are encouraged by staff to ask for the snack fruit in French which is achieved with great success. Children are very accomplished in their use of technology and are adept at using the computer, mouse and printer in order to produce patterns and achieve a difficult maths programme. Children enjoy a range of good physical activities. They participate using outdoor climbing equipment, take daily walks and regular physical exercise using the school hall to assist them in developing their large and small motor skills.

Staff members are well aware of children’s needs when they start in the kindergarten. Discussions take place with parents and with staff in the nursery unit. Staff members have an intuitive understanding of children’s developmental needs, interests and the skills of individual children. They use this to plan a stimulating and exciting range of activities. Children with additional needs are given support, and the high adult-child ratio allows individual time to be spent with the children where needed. Planning is well organised, but there is some flexibility for children to choose activities for themselves. There is a highly effective method in place for recording individual children’s achievements and planning for their next steps in learning; this includes samples of the children’s work and written records of achievements.

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

The provision is good.

Children are highly valued as individuals. Staff know the children well and enjoy a good relationship with them. Children with additional needs are given full support. They benefit from the special needs co-ordinator’s commitment to further her professional development by attending courses and improving her knowledge. Children gain a sound understanding of the wider community through visits to a wildfowl centre; and from people who support us in the local community. Children have a good range of play resources reflecting positive images of culture. The setting provides language support for children with English as an additional language. But all children throughout the setting lack the opportunity to experience a visual awareness of disability and the diverse community in which they live.

Children’s spiritual, moral, social and cultural development is fostered.

Children's individual needs are met very well by caring and supportive staff. Young children behave well and have good social skills, they share toys and are kind and considerate towards each other. Older children support each other and younger children spontaneously. Staff act as good role-models which encourage children to learn right from wrong through lots of praise and gentle encouraging reminders where needed.

Partnership with parents is outstanding.

Children benefit from parents' involvement in their learning. For example, sharing in the children's learning by supporting reading at home through books children borrow from the school library, and bringing in objects from home to support the weekly colour and topic. Parents are provided with extremely good quality information about the Foundation Stage. For example, regular curriculum information presentations take place. This provides parents with a clear understanding of the curriculum and staff members learning objectives for children. Good communication, newsletters and parents evenings keep parents informed and involved in the children's learning which enables staff and parents to work together in order to help children make good progress. This gives children a sense of belonging and ensures their confidence throughout the setting.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children's wellbeing and education is supported by staff that are well qualified and experienced. Children benefit from staff who work well together and compliment each other through their different skills. Staff effectively organise the available space within the building and outside to maximise the play opportunities for most children. All of the documentation to support children's health, safety and wellbeing is in place. Staff are aware of the policies and procedures which are reviewed regularly. However not all children's different attendance times are regularly recorded and confidentiality of some documents is not maintained.

Leadership and management are outstanding. Staff have a sound understanding of the Foundation Stage and confidently apply this in practice to fully support children's learning and development. Staff successfully evaluate activities and record children's achievements in written form, and also using examples of the children's work to identify progress.

Staff members use evaluation of the sessions to plan future activities and themes, and identify children's next stage of learning. A parent group is fully supportive of the staff, and clear policies and procedures enable a successful partnership with parents. The setting is fully supported by the management in the school.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There have been no complaints made to Ofsted 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.

## **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 outstanding.

## **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 all children have the opportunity to exercise out of doors with special regard to children who attend after school
- increase all children's visual awareness of disability, for example, through positive images in books, posters or pictures
- ensure confidentiality is maintained in all documentation and the register of attendance is regularly up dated to show times of early departure or late arrival

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)