



## Walter Powell Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	199470
<b>Inspection date</b>	15 November 2005
<b>Inspector</b>	Charlotte Jenkin
<b>Setting Address</b>	c/o The Mobile Classroom, Somerfords Walter Powell CE VA Primary School, Dauntsey Road, Great Somerford, Chippenham, Wiltshire, SN15 5HS
<b>Telephone number</b>	01249 721609
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<b>Registered person</b>	Walter Powell Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Walter Powell Pre-School has been established for five years. It operates from a mobile classroom within the grounds of the primary school, with access to toilets and an outside play facility.

The pre-school takes children from 2 to 5 years, and is registered to accept funded 3 and 4-year-olds. There are currently 8 funded 3 and 4-year-olds on roll, and 17 children attending the pre-school. It is currently open from 09:00 to 14:45 during

school term time. There are currently no children attending with identified special educational needs or with English as an additional language. Three part time members of staff are employed, and two volunteers assist the group on a regular basis. Two staff have Early Years qualifications.

The group is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in warm, clean premises. They learn about the importance of good hygiene through staff's re-enforcement during routines, for example washing hands before snack time. Staff also practise and role model hygienic practices, which means the children are not at risk from cross infection. The children's welfare in the event of an accident or when taking medication is fully safeguarded, and this is due to accurate records being kept, shared with parents and all staff having up to date first aid certificates.

The children contentedly eat the healthy snacks that the staff provide for them. These include fruit, bread sticks, cheese and crackers. They have plenty of opportunities to talk about the foods that are good for them and how these help them to grow, for example, milk helps our bones and teeth grow strong. The children have access to drinks at all times and do not, therefore, become thirsty. The children bring their own packed lunches into the pre-school and staff offer parents advice regarding healthy lunches and safe storage. However, the room of the pre-school gets rather warm, and lunch boxes do not always contain ice packs, which may pose a risk to children's health.

Children get plenty of fresh air and physical activity. They have access to both the school playground and have weekly PE sessions in the school hall. They use the outdoor facilities with enthusiasm, developing a positive attitude towards exercise. The children move around outdoors freely, with confidence and in various ways. They are keen to develop their balancing and climbing skills on the equipment, and use various ride on toys with confidence. They develop skills in using bats and balls, throwing and kicking with ease.

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

The provision is satisfactory.

Children have access to a good range of stimulating toys and equipment that help them make good progress in all areas of development. These are clearly labelled and stored in low level shelving, therefore, children independently select these and are confident in initiating their own play and learning. Space is well utilised and organised to meet the needs of the children attending, with clear learning areas set out so children can access activities of their choosing. Younger children have space for rest and nappy changes, which respects their privacy.

Children are cared for in safe and secure premises, free from risks as staff implement effective risk assessments which both identify and minimise risks to the children. Children begin to learn how to keep themselves and their peers safe within the setting, with gentle reminders from staff, for example, pushing in chairs and holding scissors safely. Children's safety in the event of a fire is well monitored to ensure it is effective, and staff regularly talk to children to re-enforce the importance of keeping themselves safe when on outings. Effective procedures are in place to re-enforce this when out of the setting.

Children's welfare in the event of child protection concerns may be compromised, as not all staff have updated their knowledge of child protection issues and the procedures to follow in the event of a concern.

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

The provision is good.

Children enter the pre-school with confidence, settle quickly and are keen to engage in conversations with staff, for example showing them the toys they have brought in to share with the group. They are keen to engage in the activities available, and spend long periods engaged in these, for example play dough and getting in the floor sand tray playing imaginatively with the animals. Children form good relationships with staff and peers and play well together co-operatively, and engage in good levels of conversation. Staff obviously respect and value the children, showing great interest in them and spending time talking to and listening to them. This promotes children's language development, as well as their good levels of self-confidence as the children freely talk about their home life and the activities they are doing. Their keen interaction with the children also helps them develop a positive attitude towards learning new skills. Staff praise children for their achievements which helps the children feel good about themselves. They, therefore, feel proud of their creations and are keen to put these on the sharing table to show their parents at the end of the session, for example dough models and pictures. Children generally co-operate with one another, for example when sitting down for snack, they pass the plates and cups around, as well as the food.

Staff currently have more 2-year-olds in the setting and these children are assigned to a 'special' key worker. Good planning and assessments are in place which incorporates the Birth to Three framework. The children were seen enjoying making marks on the playground with water, eagerly exploring what happens when the water runs away, and then mixing this with brushes. Children are able to develop confidence in forming good relationships with peers, communication skills and imagination.

### **Nursery Education.**

The quality of teaching and learning is good. Children benefit from staff's good knowledge of the Foundation Stage curriculum. Activities offered to the children consist of a good balance of structured and free play, and this helps children make good progress towards the early learning goals in all areas of learning. Staff are able to help the children make the most out of activities and further their learning well, for

example when older children were playing with the three little pigs and acting out the story, encouraging them to build houses for them with the blocks. Children's interests are sustained through staff's keen interaction, therefore they are engaged in purposeful play.

Staff have a very good knowledge of the individual children and their progress towards the early learning goals. Children's progress is monitored through highlighting their achievements and supporting these entries with clear observations of children at play, detailing what they know, understand and can do. Evidence of children's work and photos of them at play are also kept and this creates a portfolio of children's progress throughout their time at the setting. These are also used to set clear targets for each child, included in future planning and used to move children onto the next stage in their learning.

Children sit quietly and concentrate when appropriate, for example when listening to stories. They are well motivated and engaged in activities, displaying a positive attitude towards learning. Children respond well to responsibilities in the group, for example handing out the names for snack time.

Children use talk confidently and are able to make themselves understood, often exploring the meaning of new words. They show a keen interest in books and select these independently, turning the pages and talking about the pictures. Children make marks freely, and more able children give meaning to these. Children show interest in numbers and counting, and more able children link counting to numbers. They engage in simple addition, subtraction and regularly compare numbers, for example how many children are in the red group and the blue group. Children explore a range of natural materials, use their senses well and are keen to talk about how things work, for example a toy jigsaw. They show a keen interest in the world around them, and recreate scenarios during small world play in the sand, for example, creating a building site.

Children use their imagination well and dress up and engage in pretend play, for example, being superman. They act out stories and use props to support their play. Children join in singing, although this is not part of the daily routine and children do not make up their own songs. They continue to develop their creativity through selecting materials and resources, and express their ideas through painting, drawing, collage and modelling.

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

The provision is good.

Children's individuality is well respected as staff are very aware of each child's needs and incorporate this into their daily practice, for example, changing the routine of one day in the week to help a younger child settle into the group, helping develop their self-confidence. Children develop high levels of independence in the group and respond well to responsibilities, routinely clearing away their plates after snack. They develop a sense of belonging in the group and are aware of the expectations, including taking off their shoes before entering the sand. Children begin to form good relationships with staff and peers and sit down at snack and lunch, talking and

laughing together. Although there are currently no children with special educational needs attending the group, staff are very aware of how to support their needs fully.

Children's spiritual, moral, social and cultural development is fostered appropriately. They have regular trips out in the community which enables them to explore their local environment and explore the outdoors. They have access to resources and activities that help them acknowledge and respect differences in the lives of people in the wider community.

Children's behaviour in the group is good, and this is due to staff being good role models for them. The staff are calm and respectful to one another and the children. Sensitive and age appropriate methods are used along with gentle reminders to encourage good behaviour and re-enforce right from wrong, for example re-enforcing what will happen when we kick the chairs. Staff also praise children so they develop confidence in understanding what they have done well. They are well engaged in activities and do not become bored or frustrated. Therefore, children learn to share and take turns and begin to be considerate to others.

Partnership with parents is good. Children benefit from the solid partnership with parents regarding both their care and educational needs. They are cared for in line with parents' wishes and communication in the pre-school is good. Parents receive good quality information regarding the group's policies and procedures, as well as the curriculum, having easy access to activity plans, enabling them to know daily the activities their children can take part in. Parents and staff have regular exchanges of information which enables staff to keep up to date with changing needs and offer the children continuity of care. Parents are involved in their children's learning, being able to come into the group and help, enabling them to see their child's play and learning in progress. They have formal opportunities to view their children's developmental records and are actively involved in contributing to these, detailing their children's achievements outside of the group. This allows staff to promote their individual development well.

## **Organisation**

The organisation is satisfactory.

Overall the provision meets the needs of the range of children for whom it provides care.

Children are cared for by suitably qualified staff and one volunteer who is currently updating her qualification. They frequently attend training to extend their knowledge and skills and implement new ideas into the group, thus enhancing the children's care and learning experiences ongoing. Children benefit from high adult to child ratios which means they receive good adult support and attention, with staff spending time playing and talking to them. Activities and resources are well organised and staff prepare and group children well, to support their development and meet their needs. Children's welfare, care and learning is supported through the implementation of the necessary policies and procedures, although staff have not updated their knowledge of child protection issues and procedures, which could compromise their well being. All required documentation is kept confidentially and in order.

Leadership and management is good. The staff team work closely together and share all responsibilities of the group, including planning. They are well lead by the manager, who motivates them through her enthusiasm and commitment to her work. They are able to work in a happy and respectful environment as they are well supported by the committee, enabling them to access excellent training and development opportunities. Staff are confident in identifying areas of strengths, as well as areas for future development, which in turn promotes the children's learning experiences as they bring new ideas into the group. The curriculum is very well monitored and children have full access to the six areas of learning, although there are minor developments to continue with in creative development. Staff regularly evaluate the provision, questioning parents and evaluating responses, continuously improving the provision for the children.

### **Improvements since the last inspection**

At the last inspection the pre-school agreed to ensure the child protection policy includes allegations made against staff and to obtain written permission from parents before administering medication and keep a written record, signed by parents, of medicines given to children. They also agreed to develop children's free expression through collage activities, enabling them to freely select and choose the resources they wish to use.

### **Complaints 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. There are no complaints to report.

## **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 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 the storage of children's lunches does not pose a risk to their health

- develop staff's knowledge of child protection issues and the procedures to be followed in the event of a concern, to ensure children's welfare is fully safeguarded at all times

### **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 with the already good progress made in developing children's free creativity, especially in collage
- further develop opportunities for children to sing, including opportunities for them to make up their own songs

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