



West Wickham Pre-School

Inspection report for early years provision

Unique Reference Number	221766
Inspection date	10 January 2006
Inspector	Jean Goodrick

Setting Address	West Wickham Village Hall, High Street, West Wickham, Cambridge, Cambridgeshire, CB1 6RY
Telephone number	07984 123936
E-mail	
Registered person	West Wickham Pre-School
Type of inspection	Integrated
Type of care	Sessional 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?

West Wickham Pre-school was first opened in 1992 and operates from a new village hall. It is situated in the village of West Wickham on the outskirts of Haverhill. The pre-school is registered to accept up to 24 children at any one time. Opening times are from 09:30 to 12:00 Monday to Friday term times only.

There are currently 21 children from 2 to 5 years on roll. Of these 12 receive funding for nursery education. Children generally come from the local area. The pre-school

have supported children with special educational needs.

The pre-school employs three members of staff. All staff hold appropriate early years qualifications. The manager is currently on an early years course. There is also a parent rota in operation. The pre-school is a member of the Pre School Learning Alliance and receives the support of an early years mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of energetic physical activities which contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a wide range of toys and equipment indoors and outside. Children also have opportunities for quiet activities.

Children learn about the importance of personal hygiene through daily routines. They wash their hands after using the toilet and before eating their snack. The children are protected from infection because staff are well informed about children's health care matters. All staff have first aid certificates which are regularly updated. A dentist has visited the group to help children understand the importance of cleaning their teeth.

Children benefit from a healthy diet as they enjoy their mid-morning break. They confidently pour themselves a drink and help themselves to a healthy fruit snack. Children know they can ask for drinks when they are thirsty. Staff take account of the wishes of parents and introduce a range of new foods with permission from parents, for instance, when learning about festivals.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean well-maintained environment. The good organisation of toys and equipment, which are regularly checked for safety, means that children can move around safely and freely to independently help themselves to resources and choose activities.

Children benefit from a good range of safety measures, for example good security systems and door protectors to prevent children's fingers being caught in the fire doors. They develop good awareness of safety through practising emergency evacuations every term. Sensitive reminders, such as a reminder not to run indoors, increase children's awareness of everyday safety in the setting.

Children are well protected because staff have a secure understanding of the issues and attend training to update their knowledge and inform their practice. The pre-school has procedures in line with those set out by the local Area Child Protection Committee.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the pre-school and they benefit from the positive interaction with the staff which develops their confidence and self-esteem. Children have warm, respectful and trusting relationships with staff, who are sensitive to their needs. Staff refer to the 'Birth to three matters' framework and they are developing their practice to ensure the needs of the youngest children are met.

Children take part in good quality activities throughout the session which help them make progress in all areas of their development. They enjoy practical experiences as they select materials to cut and stick; they enjoy imaginative games with the small world activities and dinosaurs in the sand tray and they enjoy quiet times in the cosy book corner.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage curriculum and how children learn. Planning is in place and covers the areas of learning. The environment is organised to support children's learning and staff question children appropriately to extend their learning. Children's behaviour is managed very effectively. Children's achievements are linked to the stepping stones and assessment records show that children are making steady progress towards the early learning goals. However, the assessment records have not been sufficiently developed to inform the planning for the next step in their learning so that activities, including key activities, build on what individual children know, understand and can do and offers sufficient challenge. Key working was discussed with staff.

Children are enthusiastic and interested in the activities on offer. They choose some resources independently to follow their own interests as they draw, cut and stick their own creations. Children attend to their personal needs as they pour their own drinks and dress to go outside. They concentrate and persevere in tasks that stimulate them and they demonstrate pride in their achievements. Children negotiate for resources and are beginning to understand about sharing and taking turns, which encourages respect for others. They are excited and involved as they all cooperate in designing and constructing the space station for the role play area.

Children confidently communicate with adults and each other, and they form good relationships with one another. They enjoy talking about events in their lives. Children use their early writing skills to represent their ideas in practical activities and use a range of tools and resources. However they have limited opportunities to recognise and write their own names. Children demonstrate a good understanding of numbers, counting and calculation as they decide how many planet stickers they will need for all the children. They spontaneously use mathematical language as they tell the adult that she cannot come in to their castle because she is 'too big', or as they draw round the ruler and explain that it is a 'rectangle'. However staff do not always develop and extend the thinking of more able children.

Children have some opportunities to observe the natural environment and explore and investigate. They develop skills in using everyday technology such as the computer and they have good opportunities to learn about festivals such as Diwali. Children enjoy exuberant activities such as trying to catch the bubbles from the bubble machine and throwing and kicking the footballs. They learn to negotiate space as they move around the activities. Children explore a variety of media and materials as they roll the play dough and make collages with pasta. They listen carefully to the music at snack time and notice that it is going 'faster'. Children have good opportunities to develop their imaginations.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world and community; for instance when visitors, such as the local policeman, come and talk to them. Children learn about festivals, tasting food from a variety of cultures and having access to a satisfactory range of play resources which help them to learn about differences and similarities.

The individual needs of children who attend are well met. Staff know the families well and children have a strong sense of belonging. The setting has effective arrangements to care for children with special educational needs, although none currently attend. Children behave very well. They begin to understand right and wrong through consistent boundaries, praise and the age-appropriate methods staff use to manage behaviour including explanation. Staff help children to resolve their own differences and to take turns and share, for instance when painting the spacemen. Their clear guidance, for instance, a gentle reminder that other children will have to take turns with the roller, helps children begin to accept the needs of others. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers of children who receive nursery education is good. Parents receive comprehensive information about the Foundation Stage curriculum in the prospectus and on the parents' notice board. Parents are involved in all aspects of the pre-school, contributing to their children's learning through the parent rota and through providing resources for topics and extending activities at home.

Organisation

The organisation is good.

Children have good levels of support to help them feel comfortable and at ease in the well-organised environment. Staff make effective use of time, space and resources so that children make good progress in their development. The pre-school has a comprehensive framework of policies and procedures, which are regularly reviewed, to ensure the welfare and safety of the children. Staff are conscientious in keeping records up to date. They are experienced and well qualified and work well together

as a team. Children benefit from the system of ensuring that staff working with children are vetted and suitable to do so.

The quality of leadership and management of the nursery education is satisfactory. Managers are committed to improvement and have been working successfully to improve the partnership with parents. There is limited monitoring of the provision for nursery education to identify areas for improvement. Staff receive annual appraisals when their training needs are identified and they are generally supported in attending relevant training. The management committee and staff are clear about their roles and responsibilities. They are also keen to provide a learning environment which promotes positive outcomes for children.

Overall the setting meets the needs of all the children who attend

Improvements since the last inspection

At the last care inspection it was agreed that staff would improve the organisation of the sessions to ensure children have an appropriate balance of child and adult led activities that meet all of their needs, particularly those of younger or less able children. This was also a recommendation from the nursery education inspection. Staff carried out and monitored an action plan. Outcomes for younger and less able children have been improved by changing the timing and balance of activities. However the recommendation has been carried forward at this inspection as younger children now attend and staff are becoming familiar with the 'Birth to three matters' framework. It was also agreed at the care inspection that staff would enable children to develop their independence by encouraging them to serve themselves and others at break time. Children are now supported in pouring out their own drinks and handing round the fruit at snack time.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

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):

- develop staff's knowledge and understanding of the 'Birth to three matters' framework to improve the quality of provision for two year old children

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 assessment and planning so that activities, including key activities, build on what individual children know, understand and can do.

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