



Wootton Wawen Pre-School

Inspection report for early years provision

Unique Reference Number	200875
Inspection date	06 March 2006
Inspector	Christine Lynn Williams

Setting Address	Alcester Road, Wootton Wawen, Solihull, West Midlands, B95 6AY
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Registered person	Wootton Wawen Pre-School Committee
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 good.

WHAT SORT OF SETTING IS IT?

Wootton Wawen Pre-school opened in 1976. It operates from one room within a village hall in Wootton Wawen, on the main route between Henley-in-Arden and Stratford. A maximum of 24 children may attend at any one time. The group is open each weekday from 09:15 to 12:00 during school term times, although some children stay until 13:00 for lunch. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from 2 years 9 months to 4 years on roll. Of these, 18 receive funding for nursery education. The setting supports children with special educational needs. Children attend from the village and surrounding local area.

The group employs 1 full time and 5 part-time staff. Half of the staff hold an appropriate early years qualification with 4 members of staff working towards a qualification. The setting receives support from a local authority mentor teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected because staff recognise and reduce any possible risks. They take positive steps to prevent the spread of infection by keeping the premises clean, wiping tables in-between use and ensuring kitchen and toilet areas and children's play things are kept clean and hygienic. Children are well supported in learning to wash their hands before food, after toileting and during messy play and are kept comfortable and well cared for should they become ill while at the setting. Four staff are first aid trained, ensuring that children's minor bumps and bruises are dealt with and recorded effectively and that their health and medication needs are well met.

Children are given good opportunities to rest and get plenty of physical exercise. The group's daily routine offers a good balance of rest and active times and there is a comfortable book corner where children can sit and rest on big cushions and a rug. Children play outside regularly and benefit from use of the local school hall for gym activities, where they warm and stretch their muscles before and after playing parachute games. They join in with gusto, squeal with delight, and are quick to recognise when they are feeling hot or tired after being active. Children play on trampolines, climb through tunnels and use a climbing frame as part of their daily learning and play. This helps them to develop good control over their bodies. There are plenty of opportunities provided for children to move freely and expressively during music and moving sessions and even the youngest children in the group thoroughly enjoy moving their arms and legs as they sing their favourite action songs. All children show good co-ordination and control as they use small equipment such as bats, balls and hoops and show a keen sense of personal space as they play alongside each other. For example, they were able to move around the room to music when pretending to be butterflies and caterpillars, without bumping into their friends.

Children are provided with a variety of nutritious snacks and are offered drinks of milk and juice throughout the session. Mealtimes are relaxed, social occasions when children sit together in small groups around a table to enjoy their food and each other's company. A good variety of snacks are provided such as raisins, fruit, biscuits, carrot sticks and crackers and children also occasionally try out new foods such as bagels and crumpets. Some children stay to lunch, bringing packed lunches from home, and are encouraged to learn to open wrappings and cartons to help them

learn the skills they will need when they attend school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a colourful and stimulating atmosphere where indoor and outdoor space is organised effectively and they can learn, explore and develop safely and with close adult support. Colourful display boards, equipment and resources are used to best effect, to create a child-friendly environment. Children freely access a variety of different activities and enjoy a stimulating range of toys and resources that are carefully arranged to allow them to easily choose what they want to play with.

Children play safely due to the priority staff place on ensuring all safety features are in place. For example, metal safety grills are fitted to low level windows, entrance doors are kept locked at all times and daily safety checks are carried out on the building, doors and outside areas. Physical play is zoned off with chairs, to ensure boisterous play does not affect those children playing quietly within the same room, and staff stay with children at all times while they are using the trampoline or climbing frame. Staff gently guide children away from possible dangers and help them to learn to keep themselves safe through highlighting possible risks such as warning them they may trip or fall if they leave their toys scattered across the floor. They learn about road safety as they walk with staff to the local school each week and know to stop, look and listen to see the road is clear before crossing.

Staff understand child protection issues and know the signs and symptoms of possible abuse and what action to take if they have any concerns about a child. The supervisor has received appropriate training and all staff can refer to an official reference guide to help them act correctly and professionally when necessary. There are well thought out routines for recording and reporting any concerns and a clear statement about child protection is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the warm and caring relationships that are evident within the group. Staff work closely with parents to gain early information about young children's starting points, favourite toys, stories and personal care, which helps them to settle quickly and feel secure and nurtured. Two year-olds play alongside three and four year-olds benefiting from watching and learning from their older friends. They enjoy a range of activities which are adapted and amended to meet their individual stage of development and a strong emphasis is placed on helping them to develop confidence and trust in the adults caring for them. They speak confidently, thoroughly enjoy singing and free play times and are encouraged to use their senses through a range of materials such as sand, water and dough. Staff are aware of young children's developmental needs and have shown a commitment to seeking training and advice in using the 'Birth to Three Matters' framework to ensure young children are fully involved, interested and learning appropriately. However, this has not yet been put

into practice.

Nursery Education

The quality of teaching and learning is good. A high emphasis is placed on encouraging children's independent learning and creativity which helps three and four year-olds to gain the confidence to use their imaginations and try new things. Careful questioning and prompting from staff helps children to make sense of their experiences and extend their own ideas and children enthusiastically take part in creative, physical and imaginative play. They talk happily about what they are doing, make decisions about what they want to do next, and are confident to ask for what they need. A varied educational programme is offered and staff show a clear understanding of how to move children forward in their learning. Creative use of topics and themes make learning exciting and enjoyable, while effective observations and assessment of learning highlight what stage each child is at and the goals set for their future development.

Children are expressive speakers who talk freely during large group times and chat happily during activities and when discussing their favourite stories and books. They enjoy a variety of good quality story and reference books and learn to recognise their own name from seeing it displayed by their coats and on their place mats at snack time. Alphabet posters, magnetic letters and focused letter sound activities help children to link letters to sounds and older children show a growing awareness of this as staff help them to sound out the letters in their name. However, children have less opportunities to see familiar words or symbols displayed around their learning room to help them understand that words have real meaning. As a result, three and four year-olds are not making full progress in the area of communication, language and literacy.

Children develop strong skills and positive attitudes to counting and using numbers. Counting and number recognition is threaded through most activities, while a focused number of the week helps children to recognise numbers up to 10. Children count freely as part of their play. For example, they accurately counted how many containers they were playing with in soapy water and counted how many times they bounced on the trampoline. They show a developing awareness of weights and measures through well considered practical activities such as weighing out ingredients during cooking activities and often hear staff using mathematical language such as small, medium and large. Children show a good understanding of shape and are able to name the most common ones. For example they knew the pancake they made from dough was a circle. Songs and finger rhymes are used extensively to help children count, solve simple number problems and to understand positional language such as in, out, under and over.

Children explore freely as they use sand, water and gloop and learn to observe and question as they mix cooking ingredients together. They explore and develop their natural curiosity during interesting activities such as experimenting which objects float and sink or watching the bread they have made begin to rise. Children become familiar with everyday technology as they use programmable toys, calculators and electronic play tills and learn to care for living things through topics and talking about how they care for their own pets.

Children are quick to use their imaginations, often make up their own games and stories and enjoy dressing up and pretending to be someone else during role play. Many creative topics are used to develop and extend their imaginations and this is a particular strength within the group. For example, children learnt about how a butterfly breaks out of its chrysalis by acting this out with a colourful parachute used to represent the butterfly's wings. They express themselves freely through paint, drawing, music and small world play and enjoy a wealth of crafts and use a variety of different materials. Music is used widely to stimulate children's imaginations during movement and music sessions and they freely use simple musical instruments such as drums, rain makers and small key boards to enhance their play and make up their own songs.

Helping children make a positive contribution

The provision is good.

Children are confident, self-assured and often show excitement and pleasure as they play and learn. They arrive at the setting eager to learn, settle quickly and often singing spontaneously as they play. Careful explanation and discussion helps them to develop a sensitivity towards others as they learn to share and work alongside each other harmoniously. Their self-care and independence is supported extremely well, while free play sessions allow them to discover things for themselves. They receive good support from attentive staff who set good examples such as prompting children to say please and thank you or encouraging them to help tidy away their toys. Children behave well. They play together well, take turns and share and respond positively to the clear instructions and praise they receive.

Children make the most of the play opportunities and activities which are provided to help them to learn about our diverse society and cultural differences. For example, during Chinese New Year they helped to make a Chinese dragon from boxes and different materials then danced around the room with it. They listen and move to music from different cultures and use books, small world play and topics and themes to look at and acknowledge the differences and similarities in how people live. Children's birthdays and other special days are celebrated and they learn about their local community as they join in with special events at the local school and church. Good support helps children with special or additional needs to develop the self esteem and confidence to join in fully. Staff are strongly committed to inclusion, work closely with parents and are quick to implement new ideas or suggestions from outside specialists to ensure all children can take part fully. As a result children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents and carers is good. Parents are encouraged to become fully involved in the setting by being part of the group's management committee or helping staff to care for the children through a rota system. Some parents also volunteer to help when children walk around the village or visit the local school. Parents are given clear information about the setting and their children's progress and are regularly asked for their suggestions and feedback through daily discussions and questionnaires. They learn about how the group operates through the group's prospectus, regular newsletters, notice boards and daily discussions and share in

what their children are learning through seeing curriculum plans, photographs and playing alongside their children as they help out at the group. Formal parent open days are being introduced and parents can see their child's learning assessments and talk to staff about what progress is being made at any time.

Organisation

The organisation is good.

The leadership and management of the setting is good. The group's well qualified and experienced supervisor works closely with staff to create an effective team. There is a strong committee of parents who have worked hard to help the group move forward and to initiate new ideas. There is a commitment to improving staff qualifications, employment arrangements and to improving the educational programme being offered through working closely with other early years professionals. The supervisor works closely with the management committee and staff monitor and evaluate both the care and the nursery education through activity evaluations and planning meetings. There are close links with the local school and this benefits the children, helping them to make a smooth transition into full time education.

Effective documentation, policies and records ensure children's health, safety and well-being are always carefully considered. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to enhance children's care by improving fire drill records and by reviewing admission forms and the complaints procedure.

Good progress has been made since the last inspection with children's safety further protected by keeping accurate records of fire drills. These now detail the date, time and the number of children and adults involved in the routine. In addition the group also records details of annual fire safety inspections and the checks made to fire safety equipment such as extinguishers. A new system has been introduced to gain early information about children to help them settle quickly into the setting. Staff now work closely with parents to gain information about young children's starting points, family backgrounds and dislikes and preferences, and this helps children who are new to the setting to feel secure and nurtured. The complaints procedure has also been improved since the last inspection, enabling parents to more easily raise concerns on behalf of their children. The procedure now includes the name and contact number for Ofsted and a recording system that enables staff to take prompt action on any concerns raised.

The setting was also asked to consider making improvements to the nursery education provided for three and four year-olds. Opportunities for children to use physical apparatus as part of their everyday play have been improved since the last inspection by dividing off an area within the main hall to allow children to use a trampoline, climbing frame or play tunnel at any time. Parental involvement in initial

and on-going assessments has also improved. Parents provide staff with information about what their children can do, their interests and preferences and these are used to develop a clear picture of children's starting points so that plans can be developed to move them forward with their learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection, although the setting has recorded one concern from a parent within its own records.

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 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):

- extend the care and development of the youngest children in the group through the use of the 'Birth to Three Matters' framework.

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):

- devise methods of helping children to understand that words have real meaning, for example through the use of labels, pictures and symbols.

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