



Warbstow Pre-School

Inspection report for early years provision

Unique Reference Number	EY288052
Inspection date	26 January 2006
Inspector	Michael Collins / Margaret Rose Sully
Setting Address	Warbstow, Launceston, Cornwall, PL15 8UP
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Registered person	Warbstow 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 satisfactory. 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?

Warbstow Pre-School has been registered since 2004. The pre school is managed by the governors of Warbstow C. P. School. It operates from Warbstow Community Centre and serves the village and surrounding area.

A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday from 09:00 to 12:55 during term time only. All children share access to secure enclosed outdoor play areas.

There are currently seven children aged from 2 to 4 years on roll. Of these, six children receive funding for nursery education. The pre-school is able to support children with special educational needs.

The pre-school employs two staff both of whom hold appropriate early years qualifications. The setting receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff plan physical activity on a daily basis in order to develop the children's physical skills. The trusting and supportive relationships developed by staff enable children to experiment and thoroughly enjoy their physical play. The children confidently try new things and practice learned skills in a planned and safe environment. For example, in the hall they move slowly and quickly 'like machines,' they negotiate cones on their ride-on toys, and they move around the whole setting safely, with confidence and ease. This supportive approach by staff contributes greatly to the children's growing understanding of their bodies and that exercise helps them to remain healthy.

Well-maintained, accurate and up-to-date records of children's medical needs are kept, and good systems are in place to ensure that all members of staff are aware of individual need. In addition, staff have a good working knowledge of the setting's health and hygiene policies. All this helps to foster and promote children's health. However, the system for the countersigning of accident records by parents is incomplete and leads to omissions. Children learn the importance of good hygiene and personal care through example and discussion. Their growing understanding of why they must wash their hands before eating and after using the toilet helps reduce the risk of cross contamination.

The setting provides healthy snacks that appeal to children and meets children's dietary requirements. Parental wishes are listened to and acted upon, and staff keep written records of needs. This ensures they avoid certain foods because of allergies or preference, and promote others to encourage healthy eating. The children enjoy a good range of fruit and nutritious foods with milk or water to drink. Each child also has a labelled water bottle, and they are able to access this whenever they choose. This helps to maintain their fluid levels throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The staff's good commitment to the setting's health and safety policies and procedures further enhances a mainly safe environment. Their consistent vigilance reduces potential hazards for children, both within the setting and when outside. By assessing and minimising risks, the staff enable children to move around and explore their environment with growing confidence and safety. The staff plan and organise the children's environment carefully. Skilfully achieving a balance between freedoms

and setting safe limits, they involve children in boundary setting and consistently teach them about safety. This allows children to explore the world around them, learn some sense of danger, and gain knowledge of how to protect themselves and others from harm.

A broad range of good resources is available to the children and they self-select these with confidence and ease. Staff use resources appropriately and with purpose to aid and assist children in all developmental areas. Those with special needs are safe and fully included because of sensitive adult support and planned adaptations to activities and the provision of resources. The setting promotes and safeguards children's welfare by maintaining all the required procedures and documents. For example, all staff hold current first aid certificates and each has a good knowledge of child protection procedures in line with the local Area Child Protection Committee procedures. However, the existing policy for child protection does not include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting happily. They make themselves at home eagerly taking part in the varied, stimulating, and practical activities planned for their learning and enjoyment. There is a warm and caring atmosphere where children feel genuinely cared for and valued. They are able to talk clearly and discuss real and imaginary events. They initiate their own play and develop this to include ideas and subjects they have learned about. Children achieve well because staff plan well and have a good understanding of early years guidance, such as the Foundation Stage Curriculum and Birth to Three Matters, using these to ensure they suitably challenge individual children.

On arrival, children are curious and pleased to participate. Staff's sensitivity toward children's individuality and needs ensures that all children are skilfully settled and happy to remain. The consistent, warm and caring relationships developed by staff foster the children's trust and sense of wellbeing. These relationships result in good adult-child interactions which, in turn, help to promote the development of early communication skills. The relaxed and child-friendly environment allows children to make confident choices, and they are absorbed and very happy in their play.

Nursery Education

The quality of teaching and learning is good. Children enjoy and choose from a good range of appropriate resources and activities. Each has the confidence and abilities to initiate their own play. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, they have gone on nature walks and used the school's 'environment' garden.

All children are eager to learn because of the stimulating environment provided for them. All children use mark making to represent their ideas and older children are

becoming very adept at writing their own names. They listen patiently and intently to various stories, and confidently participate in group discussions. They are able to recall and recount events and details that interest them, and speak with each other and staff about their homes, families and experiences. Through staff's commitment to supporting children with special needs, all children are able to partake in activities.

Imaginative and creative play is encouraged and supported well. For example, children play in 'Bob the Builder's Office,' write orders on note pads and speak to 'customers' on the telephone. Children start their own role-play and work in co-operative groups. All children are inquisitive and curious, clearly intrigued by the movement and uses of the machines they are discussing. Through use of planned activities, staff extend children's mathematical vocabulary and skills. Children use these skills with purpose in their play by counting objects and speaking of 'big/small' and 'bigger/smaller' in their role-play to describe machinery. However, staff overlook opportunities to extend the concept of calculation into everyday activities and children's free play.

Staff have a good understanding of the practical use of the Foundation Stage Curriculum and the stepping-stones. They gather verbal evidence of children's starting points and use their written observation and assessments to assist in planning for the children's next step. However, whilst staff may have a good understanding of the children they care for, the lack of recorded starting points, leads to plans not clearly showing how activities will be extended and difficulties in accurately assessing and recording progress for 'new' children.

Helping children make a positive contribution

The provision is good.

Staff take the appropriate steps to ensure parents and children are warmly welcomed. They consider and act upon individual need, family background and parental wishes. In addition, in order to assist children to integrate, accept each other, and feel welcome in the setting, the staff plan and adapt resources and activities to take into account the children's individuality and family context.

Staff support children in sharing and turn taking. Children's understanding of right and wrong increases as they respond to gentle reminders to care for their environment, the resources, and each other. Staff set consistent boundaries and have developed warm, mutually respectful relationships with the children. Staff also have high expectations of the children, which helps them to negotiate with others and take responsibility for their own behaviour. All this results in exemplary behaviour from the children.

The children have good opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting and outings to local places of interest.

All of these positive approaches ensure that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. This contributes greatly to the children's wellbeing in the setting. Staff actively seek parental views and opinions on a regular basis whilst the child attends. These are valued, respected and acted upon. Staff ensure that parents are aware of how their children are progressing and developing through regular discussion and documentation. The involvement of parents in the setting and their good communication with staff benefits the children greatly.

Organisation

The organisation is satisfactory.

The quality of leadership and management is good. The mainly good operations plan followed by the person in charge, and the strong commitment from staff make sure that all adults work well together to promote children's health achievement and enjoyment. This very good teamwork enhances children's care and learning.

The setting is very well organised with both indoor and outdoor space organised to maximise play opportunities for children. All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed. However, the full and correct procedures for the vetting of all adults who care for children has not been fully implemented for contingency support staff. This is a breach of regulations.

Along with the management committee, skilled and qualified staff, who are highly motivated and committed, contribute to the day to day running of the nursery and its continued improvement and development. They regularly reflect, monitor and improve the service they provide as part of their own service reviews. All of this ensures that the setting is able to meet the needs of the range of 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.

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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 a system to ensure that accident records are consistently countersigned by parents, particularly on Wednesdays and Fridays
- ensure the existing child protection policy include procedures to be followed in the event of an allegation being made against a member of staff or a volunteer
- develop existing procedures to make sure that all contingency support staff are properly vetted, and that procedures ensure that unvetted staff are never left unsupervised with children
- clarify the opening times of the pre-school sessions and the 'learning together' sessions to ensure that parents are fully aware of where their children are cared for, and by whom, at any given time.

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 extend the concept and use of calculation into child-led and everyday activities
- formalise the system for gathering information about children's starting points in order to accurately assess, and record, achievement.

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