



Wool Pre-School

Inspection report for early years provision

Unique Reference Number 153449

Inspection date 28 February 2006

Inspector Janet Armstrong

Setting Address KIDS OF WOOL BUILDING, COLLIERS LANE, WOOL,
WAREHAM, DORSET, BH20 6DL

Telephone number 01929 405144

E-mail

Registered person Wool Pre-School

Type of inspection Integrated

Type of care 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.

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?

Wool Pre-School has been established for over 32 years and is managed by a voluntary committee of parents. The preschool is based in the village of Wool in purpose-built accommodation which is shared with other child and youth organisations within the village. The setting serves families from the local community.

The pre-school provides care for 26 children between the ages of 2 and 5 years. They are open each weekday from 09.00 until 15.00, term time only. The preschool is

registered to receive the government funding for 3 and 4-year-olds. There are currently 32 children on roll, of whom 29 are funded. The pre-school caters for children with special educational needs.

The accommodation consists of two large playrooms with storage cupboards. There is a kitchen area and separate toilet facilities. A safe outdoor play area to the side of the building is included in the registration.

The pre-school employs a qualified play leader who holds an NVQ Level 3 in child care and education. She is supported by six experienced members of staff, of whom five have a recognised child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. They have a good introduction to healthy practices through regular positive routines that teach them the importance of personal hygiene. Children recognise the need to wash their hands before snack and lunchtimes and after using the toilet and messy play activities. They independently use soap and paper towels and know they wash their hands to get them clean and to get rid of germs. Children are cared for in a clean environment, where staff share daily tasks to maintain hygiene standards. A maintenance day every term, enables staff to thoroughly clean the environment, play provision and equipment.

Documentation in place ensures it is all cleaned on a regular basis. This enables staff to positively promote children's health. Staff are able to cater to the children's individual health, dietary and medical needs through appropriate discussions with parents. However, there is no system to record this information to securely detail what action to follow. This compromises children's health and well-being. There are high levels of first aid trained staff. Appropriate procedures are followed and documentation maintained when dealing with any accidents and administering medication. However, the policy for the exclusion of sick or infectious children does not fully inform parents or staff of the procedures to follow to help reduce children's exposure to the risk of the spread of infection.

Children have a good introduction to a healthy lifestyle. To get them off to a good start each day, breakfast is offered at the beginning of each session. Children independently help themselves to sugar-free cereal and milk. They learn about healthy foods through topics, conversations and daily activities. For example, at snack time they learn that milk is good for them, as it makes them strong and is good for their teeth. Children have a healthy snack, which they help to prepare with staff. They chop up and slice bananas, oranges, apples, kiwis and dried apricots. Parents are encouraged to provide their children with healthy and nutritious lunch options. This provides children with positive and consistent messages about healthy foods. Children have regular opportunities to develop their physical skills. Through access to a range of activities and equipment, such as trikes, hoops, balls and climbing apparatus, children develop new skills and gain control and co-ordination of their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe environment, where they explore under high levels of supervision and interaction from staff. Good consideration has been given to the layout of the playroom. All the necessary precautions are in place to promote children's safety and reduce potential hazards. For example, stair gates restrict access to the kitchens, electrical sockets are protected with covers, the front door is locked and the inner door has a high handle that is out of reach of the children. This enables staff to securely monitor visitors and the children's whereabouts. The premises are in a good state of repair and equipment and play provision are well-maintained. Daily visual checks and yearly written risk assessments enable staff to securely monitor the environment and provision for damage and potential hazards. Children practise fire drills twice a term. This enables them to follow appropriate procedures to evacuate the premises in an emergency situation. The register clearly identifies the actual times of children's arrival and departure. This, with visitor and staff attendance records, enables them to clearly identify who is present and further promotes children's safety. Children are taught safe practices. For example, they learn not to run around indoors, to push their chairs in after use, and how to use equipment and scissors correctly. This means children are able to start taking care of their own safety.

Staff have a good awareness and understanding of child protection issues. They are clear on the correct procedures to follow should they have a concern about a child in their care. This enables them to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They have high levels of confidence. Free access to a wide range of play provision and resources enables children to move around the play room and make independent and free choices about what they want to play with. The playroom has been set up well to provide children with separate areas and many opportunities to experience a wide range of activities. For example, a large role play area and creative corner positively promotes children's self-expression and imagination. Worthwhile planning ensures that all children have access to a good balance of stimulating activities. Positive interaction and input from staff ensures that children benefit in all that they undertake.

Children attend the pre-school in the term of their third birthday. They respond well to the support and reassurance given by staff and settle quickly. Staff have attended the Birth to three matters training and use their knowledge of the framework to positively promote children's development. Plans are in place to start recording younger children's achievements in line with the appropriate outcomes.

Nursery education

The quality of teaching and learning is good. Staff have a very good awareness and

understanding of the early learning goals and steps within. They use this knowledge to provide children with positive interaction and appropriate challenges. Staff work very well together as a team. They deploy themselves effectively, constantly moving around the room to support the children in their chosen activities. They interact naturally with the children, making effective use of open-ended questions to challenge the children's problem solving skills. They are positive role models and lead by example. Children respond well to them and show a keen interest in all that they do. Planning effectively identifies how a broad and balanced curriculum is provided to support children's development in all areas of learning. It identifies a good range of activities that cover the early learning goals and steps within. However, children are not sufficiently introduced to other cultures and beliefs. All staff are involved in the planning process, making positive contributions, planning individual activities in line with the themes that link to the areas of learning. Children's written assessment records show that staff have a good awareness of individual children's needs and of the progress they are making. Written observations securely show the progress children are making in some aspects of the six areas of learning. However, there is limited evidence to show whether children are making appropriate progress in all aspects within the early learning goals.

Children have high levels of self-esteem and self-confidence. They leave their carer at the start of each session and settle quickly into an activity of their choice. Children independently seek out their friends and members of staff, whom they have formed positive and trusting relationships with, for companionship, support and extension in their activities. Children have strong personal independence. They make free choices in their play, use toilet and hand washing facilities unsupervised, prepare their own breakfast and make independent choices at snack time. Children learn to manage their own behaviour well. They are polite, share and take turns throughout the session.

Children use their language well to communicate their needs, thoughts and ideas with others. They initiate and make positive contributions towards conversations, clearly voicing their needs and negotiating with each other in their play. For example, two children discuss how they are going to fix the play dough jam tarts and agree that sellotape made out of play dough is the best solution. Children enjoy story time. They sit quietly and listen to stories in large and small group situations. Children look at books independently and re-tell familiar stories quietly to themselves. Children have independent access to mark making resources on a daily basis. They enjoy drawing pictures, and some are able to form recognisable letters to write their own names and label their work.

Children have good counting skills and use them on a daily basis. For example, to identify how many children are present, how many hoops they have and how many spots are on the dominoes. They learn simple calculation through familiar rhymes and songs, counting down from five to one, identifying how many are left at each stage. Children have a good introduction to shape, space and measure through regular access to a range of activities, such as sand and cylinder and shape puzzles. They match and sequence confidently. In an adult-initiated activity, children quickly identify and correct the deliberate mistakes made and place the shapes in the correct colour and shape sequence.

Children explore and investigate throughout the session using the resources and activities available to them. For example, they explore the toy telescope looking at the effects through each end. Children have good opportunities to design and build using a variety of construction materials and resources. For example, they build train tracks, duplo towers and enjoy junk modelling, as well as completing a variety of puzzles. Children use modern-day technology well. They independently access the computer, completing simple tasks unaided with confidence. For example, a 3-year-old explains 'I have to press this button, this one here, look, to make it work - watch!' Children have a good introduction to the natural world in which they live through a range of planned activities, such as planting and growing seeds and bulbs, looking at the life cycle of frogs and butterflies, making a wormery and looking at mini beasts. Children have a good introduction to a range of typical Western festivals and celebrations, such as Easter, Christmas, Mother's and Father's Day and Pancake Day. However, they have a limited introduction to a wider range of festivals celebrated around the world.

Children show good spatial awareness as they manoeuvre around the furniture, floor activities and other children at play. They show developing control and co-ordination of their bodies as they negotiate space running around in organised outdoor play activities. They have regular access to large-scale equipment to develop their climbing and balancing skills. They use hoops to hop and jump in and out of. They learn new skills with the hoops to roll and spin them. Children use one-handed tools and a range of materials to develop their hand-eye co-ordination and fine motor skills. They use scissors independently with confidence to cut out paper and card. They use play dough tools to cut, roll, print and mould to make jam tarts and pizzas with custard.

Children explore texture, colour and form through a good range of adult-initiated and self-chosen creative activities. Children have free access to an interesting range of resources to initiate their own art and design to express themselves, where they cut, stick and paint. A 4-year-old explains that he is making a card for his mummy and independently helps himself to scissors, masking tape, pens, card, lollipop sticks, collage materials, envelopes and glue. Children explore sound and rhythm in small group adult-initiated activities where they sing familiar rhymes and learn new songs and use musical instruments to represent different sounds. Children use their imagination well to explore imagined and familiar situations. They enjoy the large role play area where they act out different roles to cook, clean and bathe their babies. They are supported by a good range of props to help extend their play.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well. Staff work well together as a team and liaise closely with parents and each other to ensure that all parties are well-informed. Good communication with parents enables staff to support the children and provide them with a sense of belonging and promote continuity of care.

Children have a good introduction to their local community. They receive regular

visits from the health visitor, vicar, reception class teacher and lollipop lady. They enjoy local walks and trips to the library. This enables children to make connections with the different aspects of their life within the village. Children have a good introduction to diversity through regular access to play provision that provides them with positive images of the world in which they live in. However, their introduction to other cultures and beliefs through celebrating a variety of festivals is limited. Children with special educational needs are supported very well within the setting. The co-ordinator works very closely with parents and other professionals to ensure that all children's individual needs are catered for and that they make appropriate progress.

Children are well-behaved. They learn good manners and are polite and considerate to others. For example, they say please and thank you independently. A sand timer provides children with a visual aid in which to measure time and actively encourages them to share and take turns without any staff involvement. Children are aware of the expectations and respond positively to staff intervention as they learn to manage their own behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good.

There are reliable systems in place for working with parents. Parents are well-informed about the setting and the early learning goals through detailed written information, notice boards and regular newsletters. This enables parents to make informed choices about the care and education of their children. There are effective systems in place for keeping parents informed of their children's progress in the six areas of learning. The children's written assessment records are sent home every half term. Parents are actively encouraged to record their own observations and comments and make a positive contribution towards their children's development. Parents are encouraged to play an active role within the pre-school through becoming a committee member, attending training sessions and supporting the planned activities on offer. They are given a copy of the long-term plans to enable them to offer support and share their skills and knowledge. A complaints procedure is in place, in line with the new regulations. Although, the written procedure has yet to be updated to reflect this.

Organisation

The organisation is good.

Children's learning is positively promoted through the stimulating and welcoming environment. Good use has been made of the main playroom to provide children with separate areas in which to explore and experience the range of activities on offer. All the necessary precautions and resources are in place to promote children's health and safety. There are clear procedures in place for the recruitment and vetting of new staff to determine their suitability and keep children safe from harm. The children's safety and well-being is further promoted through the documentation, consents and written policies and procedures in place. Although, not all written procedures are effective. Staff are effectively deployed. They are cheerful, approachable and welcoming. The children respond well to the positive interaction and high levels of

support they receive from staff. Staff are supported through regular meetings and yearly appraisals. They are encouraged to attend regular training courses to update their skills and obtain further qualifications in child care and education. This has a positive impact on the children's development, providing them with a good range of challenging and stimulating activities. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good.

Staff receive high levels of support and encouragement from management. They make positive contributions towards the planning. Beneficial evaluation of the planning and activities offered enables management to monitor their effectiveness and impact on the children's learning. This has effectively developed the staff's awareness of the early learning goals and promotes children's progress through the six areas of learning. There are effective systems in place to enable the setting to assess their strengths and weaknesses. Staff play an active role in this procedure. They are involved in decision-making with regard to the planning, activities, routines and identifying strengths and weaknesses. Under strong management they play a positive and pro-active role in meeting the children's individual needs.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that the sand table is clean, safe and well maintained and to consider the organisation of snack time. These have been addressed well to promote children's health, safety and social skills. The sand tray has been repaired and repainted. The sand is changed regularly and there are effective systems in place for monitoring its on-going use to enable children to explore the sand safely. Snack times have been restructured. Children are now organised into small groups and sit at the tables with staff. Good table manners, positive discussions and personal independence is encouraged to promote the children's social skills and positive interaction.

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 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):

- develop the policy for the exclusion of sick children who are ill or infectious to enable parents and staff to follow appropriate procedures to reduce the risk of the spread of infection
- further develop the current systems in place for obtaining information from parents regarding the management of individual dietary needs, such as allergies and food intolerances

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 improve the assessment systems to show children's progress through all the aspects within the six areas of learning
- extend opportunities for children to gain an awareness of other cultures and beliefs

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