



## **Winton Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313933
<b>Inspection date</b>	31 January 2006
<b>Inspector</b>	Sue Stuart
<b>Setting Address</b>	Vigo Juniors School, Vigo Road, Andover, Hampshire, SP10 1JZ
<b>Telephone number</b>	01264 337153 or SL 07747328968
<b>E-mail</b>	
<b>Registered person</b>	Winton Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Winton pre-school moved to its present site in 2005. It is an established pre-school and operates from a room in Vigo Junior School, Andover, Hampshire. Children have access to a fully enclosed outside play facility.

The setting is registered for 20 children from 2 years to under 5 years old. There are currently 47 on roll, including 27 funded three olds, and 5 funded four year olds. The pre-school supports children with special educational needs, and who speak English

as an additional language.

The pre-school is open five days a week all year round. Sessions are from 08:50 to 11.30 and 12:10 to 14.50. Children attend for a variety of sessions.

There is one full-time member of staff and five part-time staff who work with the children. Two of these have early years qualifications to level 3 and 2, and four are currently working towards a relevant qualification. The setting receives teacher support from the local Early Years Development and Childcare Partnership (EYCDP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about the importance of hygiene routines, such as hand washing before a snack. Their health and hygiene is supported by adequate procedures to prevent cross infection. However, the standard of cleanliness is not always thorough and consequently children's welfare may not be fully safeguarded, for instance the drinking water unit.

Children learn about healthy eating as they make choices from the selection of fresh fruit and healthy items for the daily snack. They sample new flavours and textures, such as apples and cheese. Drinking water is available throughout the session for thirsty children. Their dietary requirements are understood and implemented by staff who work with parents to ensure their child's individual needs are met.

Children are suitably looked after if they are ill and are protected through the staff's knowledge of first aid, medication routines, and procedures to follow if a child has an accident. These procedures ensure the health and safety of children.

Children are developing a healthy life style and benefit from regular physical activities. Children develop confidence and good co-ordination, through, for example throwing and catching small cushions. They have opportunities to access a variety of apparatus and negotiate space, for instance a climbing frame and slide. They learn new skills, such as balancing and walking on stilts. Children develop good small muscle control, for instance joining rail track together and spreading with glue sticks.

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

The provision is satisfactory.

Children benefit from the use of the bright, friendly environment which is kept safe and secure. Staff risk assess the setting and are able to minimise any hazards, such as ensuring the computer cables are stored securely. Children's own work is used to create displays on the walls and make the environment inviting to children and their families.

Children are able to move safely around the room and use the space for their chosen

activities, although movement in some areas is hindered by the storage of excess resources. The wide range of toys and equipment are in good condition and suitable to meet children's learning needs. However, resources are not always well organised and this limits children's ability to access them easily, for instance choosing books.

Children are well protected through the staff's secure knowledge of safety and child protection issues. Staff are aware of their role in child protection and are aware of the local procedures of how to protect children if they were concerned about their welfare.

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

The provision is good.

Children arrive eagerly at the setting and settle quickly to their chosen task. They develop good levels of confidence and self-esteem as they participate in the activities on offer. They develop good social skills and have a positive relationship with each other and the staff, for example children share their experiences with staff as they play a matching game together. The youngest children's needs are met through staff's recognition of the Birth to three matters framework.

All children benefit from the individual care and attention in the setting where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance assembling their own sandwiches. Children are familiar with the routine and are relaxed and comfortable in the group.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum, and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning, for instance they learn about the rainbow colours through practical activities, such as creating colour collages. Children's learning is developed through staff's appropriate questioning and interest in the children.

Children's progress is measured through observations and an assessment system. However, staff do not always use these observations to identify the next steps for children's learning to ensure their progress through the stepping stones is sufficiently addressed and recorded.

Children develop a positive attitude to their learning and are able to make some choices and work independently. They are keen to develop their skills, showing curiosity in solving problems, such as how to join foam cube blocks to build a tower. Children demonstrate their interest in numbers, for example as they sort, identify and count a selection of play fruit.

Children are beginning to communicate their ideas and needs clearly. They are interested in books and are keen to participate in story time. They choose from a range of books both for enjoyment and information. They have daily opportunities to join in action songs to learn about rhythm and sound. They express their ideas and

imagination through a range of pretend situations, such as cooking a meal using domestic role play items. They have opportunities to use information technology to support their learning. Children benefit from the use of a variety of writing materials to draw pictures, to form letters, and write words.

Opportunities for children to explore and experiment with a variety of materials is good, for instance moulding and scooping sand to learn about textures. They frequently talk about the past and present events in their own lives, and about the lives of others, including those of other cultures.

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

The provision is good.

Children are fully included within the setting. The setting has a positive approach to the provision for children with special educational needs. They are valued and benefit from the strategies in place to ensure their individual concerns and issues are addressed well.

Children's spiritual, moral, social and cultural development is fostered. They learn about their environment in many ways, such as walks around the school grounds. They are beginning to communicate their ideas and emotions and show concern for others, for example sharing items in a feely bag. Children express delight in achieving a task, such as completing making a bracelet by joining small items together.

Children behave well and know what is expected of them. They benefit from the good role models provided by the staff. Children relate well to each other, they know how to share well and take turns fairly. They demonstrate good self care skills, for instance using the toilet facilities independently.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. They learn about and celebrate different festivals, such as making dragon masks for Chinese New Year.

The partnership with parents is good. Children benefit from the open warm welcome that families receive. Parents are given good information about the Foundation Stage curriculum activities and their children's progress through daily discussions. However, parents are not offered regular meetings to discuss their child's progress and achievements. Parents are encouraged to share in their child's learning, for instance children share their home experiences with Sebastian the bear, to develop a positive relationship between their environments. Children benefit from this good partnership as families feel well supported and children's needs are met in accordance to their parent's wishes.

### **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. All staff

are suitable to work with children, most are experienced and qualified. The operational plan ensures that the sessions run well and children benefit from the stable routine. Most required policies and procedures to promote the welfare and care of children are in place, currently the complaint procedure is being updated. However some policies and procedures are not always implemented effectively to ensure standards are fully maintained, for example ensuring the registration system is correctly completed.

The leadership and management is satisfactory. The committee work closely with staff to develop the quality of the setting. Staff work well as a team, they regularly discuss planning and the children's progress. They evaluate the nursery educational curriculum, although plans do not always reflect appropriate challenges for children's individual learning needs.

Annual staff appraisals mean staff are able identify their training needs and develop their own practice. An informal monitoring system is in place, these procedures are adequate but are not always used to identify ways to improve teaching.

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

Not applicable

### **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 satisfactory. 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 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):

- organise the storage of resources and documents to ensure the risks to children are minimised, and that they can access resources easily and safely

- promote good hygiene practice to ensure the premises and equipment are clean so that children's welfare is fully safeguarded
- ensure the registration system shows hours of attendance for children and staff
- ensure the complaints procedure is appropriately updated.

### **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):

- use children's assessment records to plan the next stage of their learning and link these to the curriculum plans
- provide regular opportunities for parents to discuss their child's progress and achievements.

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](http://www.ofsted.gov.uk)