



# Weaverham Forest Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY315343
<b>Inspection date</b>	08 February 2006
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<b>Setting Address</b>	Forest Street, Weaverham, Northwich, Cheshire, CW8 3EY
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<b>Registered person</b>	Weaverham Forest 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 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?

Weaverham Forest Pre-school, registered in 2005, is set in the grounds of Weaverham Forest Primary School. The setting is managed by a group of Trustees. A maximum of 24 children attend at any one time. The pre-school is open from 09.15 to 11.45 Monday to Friday term time only. Children have access to an enclosed outdoor area.

There are currently 17 children on roll. All of these children receive funding for

nursery education. At present, no children attend with special educational needs and no children attend who have English as an additional language.

There are three staff on roll, of whom two hold relevant childcare qualifications and one who is working towards this. There is also a supply member of staff, offering cover for sickness or providing additional staffing support.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from strong effective procedures and practices which promote their good health. Staff support children very well. They help them gain an understanding of basic hygiene and a desire to become increasingly independent with their personal care. Whilst younger children are developing their awareness of hand washing as part of the daily routines, older children know about the significance of germs and keeping hands clean.

Children's physical play is promoted well as they have daily access to outdoor play and a good range of equipment to promote large motor skills. They catch balls, play with a parachute, use hoops to jump or roll. Children are eager to try challenging tasks.

Snacks are balanced and nutritious for children which help promote their health and development. Foods are attractively presented. Dietary needs and individual likes and dislikes are taken into account when planning menus. Children are given ample fluids as drinks are readily available throughout the session. There is a choice of milk or water at snack time, which the children pour for themselves and a further jug of drinking water available throughout the session.

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

The provision is good.

The setting is bright, clean and maintained well, providing a secure environment for children as they move around safely. Staff are vigilant about safety and supervision is very good. There are robust systems in place to protect children from potential hazards. Risk assessments and equipment checks are carried out regularly.

Children learn to keep themselves safe from harm as staff, for example, carefully explain the possible consequences of running whilst inside. Children show consideration for others' safety; they tidy equipment and put away chairs.

Staff have a commitment to protect from abuse and are familiar with the actions to follow if they have concerns. The written child protection statement, however, requires further details. These are to include contact telephone numbers and a clear procedure for staff.

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

The provision is good.

Children's learning is well supported by a motivated and experienced staff team. Children are enthusiastic learners. They benefit from a broad range of interesting activities which promotes their overall development. Children enjoy their time in pre-school and are eager to participate in the range of opportunities provided for them. Staff establish strong and positive relationships with the children, helping them to feel settled and secure. They are actively engaged with the children; as a result, children are becoming competent learners.

Children's language skills are well supported throughout the session as staff are interested; they listen and contribute.

### **Nursery Education**

The quality of teaching and learning is good. Staff have secure knowledge of the curriculum guidance for the Foundation Stage. This is reflected in the stimulating and varied range of activities which allow children to make good progress. Staff challenge the children and are particularly skilful in helping children to think and make connections to their learning.

Staff are calm and patient. This gentle yet consistent approach enables children to feel secure, settled and ready for new challenges. Children are engrossed in a wide range of purposeful activities, which are planned to meet the differing levels of development. Relationships between the children are good. They work well together in helping each other to dress up or find their names on cards etc. They use cooperative language and share their skills, such as showing another child how to fasten the zip on their coat. Children are confident mark makers and use chalks on the easel to represent their ideas. They design their own books, with both illustrations and text. Some children write their names using recognisable letters. Staff encourage children's early writing as the environment is rich in written materials. These displays and labelled areas give writing value and meaning. Children listen well and enjoy stories and freely select books from the book corner.

There are good opportunities for children to develop their mathematical thinking. Children use and recognise number as part of their every day activities. They count beyond 10, sing rhymes or count heads at circle time. Children use language, such as 'circle shape', 'empty', 'full', 'bigger', 'biggest', thus confirming their increasing awareness of shape, size and measure. Children are developing a good understanding of their own environment and that of the wider world through varied themes. Children plant bulbs, for example, and learn about the seasons. Children learn that fairy tales originate from all over the world; 'the Little Red Hen' is from Russia and children then find it on the map. Children access a computer with mouse and keyboard. They use simple magnifying glasses and construct elaborate three dimensional models.

Physical development is well provided for children as they access a range of equipment and take part in activities to promote skills, such as balancing, jumping,

hopping and throwing. Children are developing good small manipulative skills and hand-eye co-ordination. They are involved in a variety of creative and construction type activities, such as threading, cutting and gluing together. They readily explore a range of experiences which develop their creative skills and senses. They repeat stories using characters made of dough, such as the gingerbread man or the three bears. Children's imagination is developing well through access to good quality resources; they dress as the wolf or act out other leading parts in their favourite stories.

Children achieve well as staff plan exciting and effective activities which promote their individual interests and needs. The flexible approach to planning ensures there is a good balance of child-initiated and adult-led activities, enabling children to learn at their own pace. Observations of children's interests and achievements are noted and are sometimes, but not always, referenced to the next steps in their learning.

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

The provision is good.

Children are valued and included in pre-school as staff make them feel welcome and respect each child as an individual. Children behave well; they are particularly helpful and show consideration for others. Staff are excellent role models for children; they are polite and their calm and consistent approach ensures children are helped to learn about right and wrong. Staff are skilled in managing children's behaviour, carefully taking into account children's level of understanding and their individual needs.

All children are included in the activities as individual needs are met well, helping to develop children's confidence and self-esteem. Children readily engage in conversations; they speak up in a group and offer their contributions to discussions.

Children gain awareness of their environment and wider world through a good selection of resources and activities which promote positive images. This positive approach fosters children's spiritual, moral social and cultural development well.

The effective communication between parents and staff helps to promote children's welfare, safety and learning. Parents views about their children's needs and interests are sought prior to placement to assist in children's settling. A welcoming entrance area and parents' notice board offers information about routines, snacks, children's activities and how their learning is developing. Parents are pleased with the progress their children are making.

### **Organisation**

The organisation is satisfactory.

Children make good use of the space provided within the setting as they move around their play space. It is organised well, for their comfort, safety and enjoyment. Adult-to-child ratios are high and positively support children so they receive good

levels of one-to-one attention. Staff are enthusiastic, well motivated and use their time well to care for them.

There is a clear management structure in place and generally well written documentation which contributes to the smooth running of the setting. However, the child protection statement requires updating, to include contact telephone numbers and a clear procedure for staff. At the time of the inspection the provider had tentatively made enquires, however, had not requested an extension to the registration to provide additional facilities.

There are robust recruitment and selection procedures in place to ensure suitable staff checks are carried out prior to appointment. All staff, as part of their induction, are made aware of their roles and responsibilities to effectively care for children. There are clear systems in place to ensure children are never left with persons who do not have the necessary clearances.

Leadership and management is good. There is a clear vision for the nursery education as strengths and areas for development are addressed in order to improve children's learning. Commitment to improve practice is evident through ongoing training and staff offer an effective and inclusive environment.

Overall, the provision meets the needs of those children who attend.

#### **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 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:

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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):

- ensure Ofsted are notified of all significant events.
- review the child protection statement in line with the Area Child Protection Committee guidance and ensure all staff are familiar with the updated version

### **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):

- build on the established good practice by identifying the next steps more clearly in planning and assessments

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)