



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251726

DfES Number: 521161

INSPECTION DETAILS

Inspection Date	21/06/2004
Inspector Name	Deborah Kerry

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Witnesham Area Pre-school
Setting Address	Witnesham CP School High Road, Witnesham IPSWICH SUFFOLK IP6 9EX

REGISTERED PROVIDER DETAILS

Name	The Committee of Witnesham Area Pre-School 1020851
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ORGANISATION DETAILS

Name	Witnesham Area Pre-School
Address	Witnesham CP School High Road, Witnesham Ipswich Suffolk IP6 9EX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Witnesham Pre-School is a committee run group which operates from a classroom in the grounds of Witnesham Primary School. The playgroup takes children from the surrounding area aged from two and a half years to school entry. The group is registered for 16 children.

Sessions run from 09:00 to 11.45 each morning apart from Thursday, during term time. The group is staffed by three members of staff. A parent helper is also present at each session. The supervisor holds a level 3 qualification, other staff have level 3 and 2 qualifications.

Witnesham Pre-school receive funding for three and four year olds. No children currently attend for whom English is an additional language or with special educational needs.

The pre-school seeks advice from the early years partnership.

How good is the Day Care?

Witnesham Pre-School provides good quality of care for children. All staff have early years training and continue to this keep up dated. All documentation is regularly reviewed and adapted with any changes in legislation.

All staff are aware of safety procedures especially when taking children to the toilet and when using the outside play areas and visiting the school, hygiene routines are generally good and children are provided with a variety of healthy snacks that meets their individual needs. All staff have undergone training in child protection are aware of procedures to follow if they have concerns about a child.

There is a range of resources and activities available to support the children in all areas of their development, that covers a diverse range of topics. Children are supported by the staff, who work directly with the children, getting down to their level, listening to them and giving them time to express themselves when talking in

front of the group. Staff have a calm consistent approach to behaviour management and are good role models for the children and give them clear guidelines that helps the children to behave well.

Parents are kept informed of all activities and topics that the children are covering and can be involved at home through the "parents activity sheets" with information and ideas to extend their child's learning at home. The group has a key worker system so that parents know whom to speak to about their child's progress.

What has improved since the last inspection?

At the last inspection the pre-school were asked to appoint a deputy and to develop an operational plan. To obtain written parental permission before administering any medication to included Ofsted's address and contact number in the complaints policy and that the child protection policy includes procedures for staff to follow in an event of an allegation of abuse is made against a member of staff.

The group now have a named deputy with an early year qualifications. The operational plan has been developed and is in the entrance hall for parents to read. Written permission is available for children who require medication which enables staff and parents to be kept up to date. The complaints policy has been changed so that parents know where to go if they have concerns. The child protection policy has been adapted and staff have undergone training to ensure all children are kept safe.

What is being done well?

- The group have qualified and experienced staff who have a clear understanding of their roles and responsibilities, which helps them to meet children's individual needs.
- Staff provide a range of activities and resources, they support the children which enables them to make progress in all areas of their development.
- Staff are aware of safety procedures and check for any hazards which ensures children are kept safe.
- Staff are good role models for the children, they give them positive praise, clear guidelines which enables them to behave well.

What needs to be improved?

- hand washing routines;
- induction procedures.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Withesham Pre-School is of good quality. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are good role models and give the children clear guidelines and explanations which enables them to know what is expected of them. Staff provide a colourful environment with displays of the children's work. Children have access to a variety of resources and planned activities that enables them to make progress in all areas of their learning, however this needs to be clearly linked to the stepping stones and early learning goals. The high staff ratio provides opportunities that support children and their independence is encouraged.

Observations of the children's development is done regularly and included when planning the next step, however the short term plans do not include some essential elements to ensure that all children are able to progress in their learning.

Leadership and management is generally good, staff are continuing to develop their knowledge and skills and keep up to date with training. They are supported by a committee.

Partnership with parents is generally good. Parents are given good information about the topics and learning areas their children are covering. They are invited to help on a rota basis and are given activity sheets that enables them to be involved with their children's learning at home.

What is being done well?

- Children are developing their self esteem and self confidence by being encouraged to speak in front of the group at circle time and are able to share and take turns when playing games. Children understand the codes of behaviour for the setting and form good relationships with each other.
- Children are becoming confident communicators. They initiate conversations with each other and adults about their past and family when recalling significant events in their lives. They use talk well to communicate ideas in their imaginative play using small world resources and when playing in the role play area.
- Staff listen to the children and give them time to express themselves, they encourage the children to speak one at a time so all can be heard and have a turn at speaking.
- The committee and staff are pro-active in improving the physical environment

for the children and are raising funds to replace the windows, renew the heating system and extend the premises with a separate kitchen and inside toilets.

What needs to be improved?

- children's access to resources for writing, mark making and free craft activities;
- the planning so that it is clearly linked to the stepping stones and early goals;
- the adult focused activity adapted so all children can take part at their level and this is evaluated.

What has improved since the last inspection?

Good progress has been made since the last inspection.

The development and learning of staff is on going and they have all attended training which is kept up to date and are developing their knowledge of how children learn and their questioning techniques.

All children are welcomed and have equal access to all the resources and equipment including the climbing frame.

The children are learning about their environment, living and growing things by going on walks, growing seeds and flowers and the pre-school have fish in an aquarium and two finches.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with adults and make friends with each other. They know the rules of the group which enables them to behave well, take turns and share fairly. Children are developing good self care skills and their independence when selecting resources and activities. Children are developing positive attitudes to learning, they show perseverance and enjoyment in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children find their own names on arrival, staff sound out the letters of their names and link these to other words and make the letter shapes using bricks to help reinforce children's learning. Children are encouraged to talk in front of the group at circle time, staff take time to listen and wait for a response. They enjoy stories and are encouraged to join in and retell the story by repeating what has been said. Children draw and paint pictures, but access to mark making resources is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills and can recognise numerals as they count to 10 and beyond. Children can recognise and name the shapes when doing puzzles and drawing. They learn simple calculation by adding bears and when singing action rhymes " 5 little ducks". Staff use mathematical language "more and enough" when calculating how many cups are needed at snack time and positional language "under and over" at story time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children go for walks outside to listen and hear the different sounds in the environment for their topic on senses and learn about time through their topic on the different seasons of the year. They visit the primary school regularly and join in activities with the reception class. Children have access to a computer to play matching and counting games and are able to design and construct using wooden blocks, rail tracks and marble run.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to progress in their gross physical development, using all parts of their bodies as they balance, manoeuvre around, jump, hop, push and pull in their play and when doing PE with the reception class. They show awareness of others and space when waiting to use the climbing frame and slide. They use a variety of tools in their work for cutting, gluing and painting. They know how to stay healthy by drinking enough water in hot weather and by eating healthy snacks.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy singing and joining in with songs and action rhymes, they differentiate between loud and quiet sounds when using wooden blocks. They explore colour and texture through painting and collage which are creatively displayed within the setting, although opportunities for craft are limited. Children's imagination is developed in role play in the home corner, using the dressing up resources and with a variety of small world play equipment.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop the planning to show clear links with the stepping stones and early learning goals.
- Evaluate the adult focused activity sheets to ensure practise is adapted as necessary to meet children's individual learning needs and how this is included in the planning.
- Provide more opportunities for children to have access to free craft play and resources for writing and mark making.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.