



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102968

DfES Number: 545265

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Ruth Thrasher

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Whitemoor Pre-School
Setting Address Whitemoor
St. Austell
Cornwall
PL26 7XQ

REGISTERED PROVIDER DETAILS

Name The Committee of Whitemoor Pre School

ORGANISATION DETAILS

Name Whitemoor Pre School
Address Whitemoor CP School
Whitemoor
St. Austell
Cornwall
PL26 7XQ

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

Whitemoor Pre-school has been open since 1991. It operates from an Elliot hut building at the rear of Whitemoor Primary School. The group has the use of one classroom, a small kitchen/office area, toilets and a cloakroom. It also has use of the school playground for outdoor play.

There are currently 16 children on roll; this includes 11 funded 3-year-olds and 3 funded 4-year-olds. The pre-school supports children with special needs. There are no children who speak English as an additional language currently attending. Children attend from the local area and some surrounding villages. Most of the children will attend Whitemoor School.

The pre-school operates Monday to Friday from 09:00 to 11:30 during term time only. Registered to care for children from 2 to under 5 years, the group accepts children from the age of 2 1/2 years. A parent and toddler group is held on Wednesday afternoons.

Three full time staff work with the children. A child care student is also employed to provide extra cover for two days a week. Two of the staff have a level 3 qualification and a third member of staff has a level 2.

The pre-school is a member of the Pre-school Learning Alliance and receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Whitemoor Pre-school provides satisfactory care for children with many very good aspects. Good staffing ratios provide children with excellent levels of individual support. Staff are highly motivated and clearly enjoy their work. They create an exciting and welcoming environment for the children with lots of examples of children's work on display. Children can independently access a good range of resources including a good range of new outdoor play equipment. The group

benefits from its own newly refurbished building and equipment does not have to be packed away at the end of the session. All the documentation is in place to meet the standards, however Ofsted were not notified of the change to the premises before the group moved last September and this is a requirement in regulations.

Staff are vigilant about children's safety on the premises and outdoors and a good many safety measures are in place to keep children safe. However the premises have not been checked by a fire officer since the move. All the staff are well qualified to meet children's health needs as they all have first aid and food hygiene qualifications. They provide a healthy and substantial snack for the children. They ensure that all children are included and have access to a good range of resources reflecting diversity. Children with special needs are supported extremely well in this setting. Staff are clear about child protection procedures.

Staff plan and provide an excellent range of activities that promotes children's learning development in all areas. Staff relate well to the children and use effective strategies to promote positive behaviour. Children are familiar with the routine within the pre-school and participate with enthusiasm.

The partnership with parents is very good. Parents are provided with a good amount of information about the group and their children's progress and parents are welcome to help in the group and stay with their children until they are settled.

What has improved since the last inspection?

At the last inspection the pre-school agreed to produce a policy on sick children and this is included in the health and safety policy, clarifying the procedure should a child become sick. The pre-school also provided screens as requested but this is no longer relevant as the group now has its own premises.

What is being done well?

- The good staffing ratios provide children with excellent levels of individual support and enable children to make good progress in their learning. The staff are well qualified and attend regular ongoing training to further develop their skills and knowledge. They work well together as a team.
- Children participate in a full range of good quality activities and experiences including regular opportunities for outdoor play. Staff relate extremely well to the children, joining in their play and extending children's learning through effective questioning.
- Children have access to a good range of well-presented toys and resources. Space is used effectively to create distinct areas for different activities, for example there is a cosy book area with a sofa that is also used at circle time and for sharing news. The group has recently purchased a good range of sturdy trikes and scooters for outdoor play.
- Staff promote positive behaviour very well in this setting. Every day they choose a 'Special Day Person', which promotes children's self-esteem, and they make good use of puppets to reinforce expected behaviour.

- The group is proactive in meeting the needs of children with special needs and provides excellent support in this area. Staff are familiar with the DfES Code of Practice and access training and support to enable them to meet all children's needs.

What needs to be improved?

- notification to Ofsted of significant changes
- fire safety
- systems to ensure children regularly access fresh drinking water.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

| Std | Action | Date |
|-----|---|------------|
| 4 | Ensure Ofsted is informed about any changes to the premises or their use before the change takes place. | 11/02/2005 |

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 6 | meet any recommendations made by the Fire Safety Officer (e.g. fire blanket, regular fire drills, checking of fire extinguishers and electrical appliances). |

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

How effective is the nursery education?

Whitemoor Pre-school provides very good quality nursery education, which enables children to make very good progress towards the early learning goals in all areas of learning. Staff provide a happy environment where children are made to feel very welcome and they enjoy learning through a wide range of interesting and varied activities.

The quality of teaching is very good. Staff know the children very well and are sensitive and responsive to their changing needs. They have a secure knowledge of the Foundation Stage, which enables them to plan a variety of practical activities and understand what children learn from them. The setting is well organised and children can freely access an excellent range of equipment and resources, which increases their independence. Children are achieving very well because staff have an excellent understanding of the stepping stones and early learning goals. They know how to capture children's interest and skilfully interact with them. Children are given a very good level of support and those with special educational needs are fully included in all activities. The assessment of children's learning is effective and is used to plan what the children should do next. Staff assess children against the stepping stones and they keep careful records that provide a clear picture of children's progress.

The leadership and management is very good. The supervisor has been very successful in developing a very committed and dedicated staff team. They work very well together and offer a seamless service for children and parents. Their commitment to improvement is reflected in the high quality provision they offer to children and the local community.

There is a very good partnership with parents who are provided with good information when their child starts at the pre-school. Parents chat informally to staff about their children's progress and welfare. They support their children's learning at home when books are taken home during the week.

What is being done well?

- Well-planned play activities are used very effectively to develop children's skills, and their understanding and learning. Staff effectively model play scenarios that encourage children to think and express themselves imaginatively. Children enjoy the activities and are making great strides in their learning.
- Weekly plans include differentiated learning intentions for each area of learning. This level of planning ensures staff can give individual children the appropriate support and challenge in their learning.
- Children with special educational needs are very well supported and included

in the pre-school. Staff find out all they can about children's specific needs. They develop very good partnerships with parents, outside agencies and the school to ensure children develop and learn from routines and play activities.

- Children have many and varied opportunities for mark making. Staff ensure children experience a differing and wide range of resources that develop their early writing skills.
- Children are very happy, relaxed and confident. They are enthusiastic about their play, concentrate very well and are becoming independent.

What needs to be improved?

- the level of staff support in the book corner.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children happily enter the setting; they settle quickly and eagerly take part in self-chosen activities. They concentrate for substantial amounts of time at their chosen task. They respond confidently at registration time and are enthusiastic about their play. They understand that there are agreed rules for behaviour and also when sharing popular resources. Children behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are enthusiastic speakers and are keen to communicate their ideas. They have many opportunities to handle writing materials and are developing good pencil control. Children enjoy listening to well presented stories and they have made their own story book based on their imaginary 'Christening'. However, they do not regularly look at books for pleasure. Many children recognise their own names. Children confidently and enthusiastically link letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of number, shape and size. They enjoy counting to 10 and beyond and finding the corresponding numerals that are displayed around the room. Children are keen to count, order and sort a variety of objects. They consolidate their mathematical understanding and problem solving through their everyday play such as sand, water and playdough, as well as well-planned adult led activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children notice changes that occur, for example when a torch is shone on the wall and ceiling. Children carefully make glove puppets from socks and construct using recycled materials. Children learn about their local environment when they are taken on walks around the school and to the local park. Children are very skilled at using the computer to support their learning. They celebrate familiar festivals and learn about other cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control inside the setting, showing a good awareness of space. They play outdoors using a wide range of equipment, such as wheeled toys, climbing frame and slide. Staff give support and encourage new skills. Children have many opportunities to develop their hand-eye co-ordination. For example, they handle scissors, pencils, felt-tip pens and finger puppets with increasing control.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children enthusiastically engage in role-play with adult support. Staff successfully fire children's imagination by exposing them to a wide range of resources, for example, imaginary play using puppets. Children express their ideas when acting out a fairy tale. Children enjoy singing simple songs and using musical instruments to repeat loud and quiet sounds. They explore colour when they freely paint and use a variety of materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure staff provide support for children when they look at books for pleasure in the book corner.

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.