



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 105233

DfES Number: 515566

### INSPECTION DETAILS

Inspection Date 07/09/2004  
Inspector Name Kelly Eyre

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Wigmore Under 5'S Community PreSchool  
Setting Address Crawley Green Road  
Luton  
Bedfordshire  
LU2 9TE

### REGISTERED PROVIDER DETAILS

Name The Committee of WIGMORE CHURCH & COMMUNITY  
UNDER 5'S PRE-SCHOOL

### ORGANISATION DETAILS

Name WIGMORE CHURCH & COMMUNITY UNDER 5'S  
PRE-SCHOOL  
Address Crawley Green Road  
Luton  
Bedfordshire  
LU2 9TE

## 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

Wigmore Church and Community Under 5's Pre-school opened in 1990. It operates from Wigmore Church in the Wigmore area of Luton. The group has use of one main hall and the large foyer within the church and community centre. They have occasional use of the large church hall for physical activities when the weather does not permit use of the outdoor play area. They also have sole use of a kitchen and children's toilets during their opening times. There is a fully enclosed outdoor play area for the children.

There are currently forty-three children from two to five years on roll. This includes twenty-six funded three year olds. The setting currently supports one child who has special needs and one child who speaks English as an additional language.

The pre-school is open each weekday during term time only. Opening hours are from 09:15 to 11:45. The group also opens for children under three years old on Tuesday and Thursday afternoons from 13:00 to 15:00. They are also starting a 'two-plus' session where parents attend with their children and this session will be each Wednesday from 13:15 to 14:45. Children can attend for a variety of the above sessions. The group is open to all children in the local and wider community.

Nine permanent staff members work with the children. Five staff have an early years qualification to NVQ level 3 and one staff member is qualified to NVQ level 2. There are currently two staff members working towards a relevant qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and has recently completed accreditation through the Pre School Learning Alliance (PSLA) accreditation scheme.

### How good is the Day Care?

Wigmore Under 5's Community Pre-school provides good quality care for children. They are well organised and have a practical Operational Plan, enabling them to make the best use of staff skills, resources and the space available. This means they are able to offer children a variety of activities that are both stimulating and

good fun. There is a wide range of toys and resources, with staff using their experience and knowledge to make sure that all children can participate in the opportunities offered and gain as much as they can, on both an educational and social level. Staff show a genuine interest in all the children, spending time getting to know them and understanding their needs and individual personalities.

Well documented policies and procedures and good staff induction procedures mean that staff always act in the best interests of the children. There are clear and consistent strategies for managing behaviour and children are aware of what is expected of them. They respond well to the staff and, despite their young age, show a good level of care and understanding for each other. Their health and safety are given a high priority and procedures are reviewed regularly to ensure the continuing safety of both staff and children.

Staff have good relationships with parents, demonstrating their sensitivity and providing support on a range of issues. Parents are given clear information about the nursery in a handbook and then kept up to date through regular newsletters, notice boards and discussions with staff.

All paperwork is in place and up to date so that individual children's needs can be met. Staff are well supervised and have regular appraisals and training action plans. This creates a positive atmosphere, enhancing the care provided for the children. All staff show a commitment to furthering the development of the pre-school and extending the opportunities and care they offer.

#### **What has improved since the last inspection?**

At their last inspection, the group was asked to look at issues regarding information to parents. They have reviewed their information to ensure that parents are aware that Ofsted are the regulatory body and have included Ofsted's contact details within the complaints procedure, ensuring that parents are clearly informed and have relevant details should they wish to make a complaint.

The group was also asked to ensure confidentiality when completing the accident book. A new book was purchased and parents can only view their own child's entry.

#### **What is being done well?**

- There is clear, practical planning of all activities and this is linked to the six areas of learning, ensuring that children make progress in all areas. For example, their awareness of community and the world around them has been encouraged through activities such as visits from the crossing lady and involvement in 'Red Nose Day'.
- There is good staff interaction with the children, with appropriate use of open questions, encouraging children to extend their vocabulary, to think further and to develop their ideas. Staff take time to find out about individual children, starting with a child profile on entry. They are aware of individual children's needs and respond quickly and appropriately to any situations. It was observed that the children were already beginning to form good

relationships with staff, despite the inspection taking place on the second day of the new school year.

- Children are offered a range of familiar resources (everyday items such as dolls, cars, etc) to promote confident learning and imagination in these areas. Attention has also been paid to ensuring that the resources are also challenging and stimulating, e.g. 'comparing teddies' where children learn about weight, balance, size and quantity. This gives children the opportunity to extend and develop a wider range of ideas within their play.
- Staff have a good understanding of children's needs. This is demonstrated in their daily interactions with the children and in their written observations. Some staff have attended additional training and all work closely with parents and other professionals to ensure that children's needs are met and all are included. Staff carry out regular assessments of all children, enabling their progress to be tracked and any potential problems to be identified at an early stage.

#### **What needs to be improved?**

- the procedure regarding for dealing with bullying, to include more detail.

#### **Outcome of the inspection**

Good

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
11	review the statement regarding bullying so that it gives clear guidance on how the situation will be handled

## 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 Wigmore Under 5s Pre-School is of high quality overall. It enables children to make very good progress towards the early learning goals in their Personal, Social and Emotional development, Communication, Language and Literacy, Mathematics, Knowledge and Understanding of the World, Physical and Creative Development.

Teaching is very good. Staff have a good understanding of the Foundation Stages. They achieve positive standards of interaction, by an effective key worker system, asking questions to make children think and by responding sensitively to their individual needs. Staff skilfully plan a range of interesting and stimulating, play-based activities, enabling children to consolidate their learning. There are excellent structures in place to support children with special educational needs. Behaviour is very good. Staff are confident in redirecting behaviour positively.

The assessment system is exemplary, covering all stepping stones. It is simply documented and the high staff:child ratio, (1:4), enables individual tracking and ensures staff set future targets appropriately.

Leadership and management is very good. Staff work well as a team, relying on each other's skills and expertise. Sound methods are in place to monitor and evaluate the effectiveness of the setting. There is a strong commitment to improvement through the attendance of training and external evaluative schemes. Regular appraisal identifies training needs and areas needing to be developed.

Partnership with parents is very good. Documentation is available informing parents on the educational programme and other supplementary child care issues. Parents are welcomed into the Pre-school and are encouraged to become involved with the activities and the extension of the curriculum at home. They are informed about the settings topics, current events and their child's progress on a regular basis.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and keen learners, well behaved and are able to make secure relationships with staff and other children.
- Children are becoming competent at using numbers and have an understanding of mathematical language.
- Staff use effective questioning techniques to encourage the children to think for themselves and use their own knowledge.
- Management have devised an effective planning and assessment system which clearly shows the child's progress and is used skilfully by staff to set future targets and track areas needing extra work.

- The relationship with parents is very good. They are kept well informed about the topics and educational progress through newsletters and an informative notice board. This gives them ideas for extending activities with the children at home.

#### **What needs to be improved?**

- There are no significant weaknesses to the report, but consideration should be given to the following:
- the organisation of the book area to ensure that children gain an appreciation of books
- the opportunity for children to view the written word through display work and wall posters, so children can access and relate to them productively

#### **What has improved since the last inspection?**

The group have made very good progress since the last inspection, with both of their key actions.

Key action one was to standardise the font they used for all notices, children's name cards and displays.

Key action two was to organise computer time for the children.

The Pre-School now uses the Sassoon font for all written word. This is the font used by the local schools.

The group have had a computer donated to them. They have set up a computer area which enables the children to accessed it daily. The children are becoming competent users.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen learners and are developing well in confidence and concentration skills. Good relationships are forming between staff and children and they are sensitive towards each other. Children become interested and involved in their play, which underpins their learning in many areas. Children's behaviour is very good. Their independence is being promoted well and help is rarely needed. Children are developing a sense of community through discussion and the celebrating of festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children are confident speakers and engage easily in conversations with each other and adults. Children can make marks, recognise their name and some can form letters but there is a lack of opportunities to see words around the pre-school and the display boards are high above the children's view. Language is encouraged and extended through role play such as home corner, post and phone boxes. Some children sit with staff and enjoy stories but if unsupported this area is not always used well.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence, many up to ten and beyond. Corresponding numerals are being introduced. There is a practical approach to problem solving and calculation, e.g. children learning about how many teddies are needed to balance the scale or how many fingers are left after the monkeys have been eaten. Many opportunities are given for children to explore shape, space and measuring e.g. the height of the sunflowers, shape of TV, the matching shape of the speakers and size of teddies.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are becoming competent builders and designers through a range of construction toys and modelling. Children talk about their experiences and gain an appreciation of the world through activities such as seed growth and using their senses to investigate different textures. Technological resources are good and children are competent in their use. The children have an appreciation of their community through discussion and visits from local people such as the lollypop lady and policeman.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children use physical equipment competently, they travel over, under, through with increasing skill and co-ordination. They are able to balance, crawl, peddle, run, jump, and kick safely, and have developed a sense of their own space and others around them. Children use small tools adeptly and with confidence. Children's understanding of their bodies is developing, some needing a rest after exercise and having extra drinks when it is hot.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children express their ideas through planned activities such as modelling with re-cycled materials and painting in two and three dimensions. Children confidently sing and speak as they take part in story and circle time. The provision for role play focuses on scenarios such as writing letters and posting them, home corner and the telephone box. Children's imagination is enthusiastically being developed through regular sensory activities, movement, dance and music.

**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:*

- to review the organisation of the book area to ensure that children gain an appreciation of books,
- to provide more opportunities for children to view the written word through display work and wall posters, so that children can access and relate to them productively

*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.*