



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148693

DfES Number:

INSPECTION DETAILS

Inspection Date	15/09/2003
Inspector Name	Anne Jeanette Faithfull

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wendy House Pre-School
Setting Address	Radstock Community Centre Radstock Lane Earley Berkshire RG6 5UZ

REGISTERED PROVIDER DETAILS

Name	Wendy House Pre-school 293614
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ORGANISATION DETAILS

Name	Wendy House Pre-school
Address	Radstock Community Centre Radstock Lane, Earley Reading Berkshire RG6 5UL

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

The Wendy House Pre-School opened in 1984. It is a registered charity run by a voluntary committee. The pre-school may care for no more than 26 children from 2 years to under 5 years at any one time. The pre-school is open Monday to Friday from 9.30am to 12 noon, and one afternoon per week from 12:30 to 15:00pm, term time only.

The pre-school occupies a large room in the community centre which is within the grounds of Radstock School, the pre-school also have the use of two smaller rooms and a kitchen if required and the use of the school playing areas. The pre-school serves families from the local community in Earley. There are currently 57 children on roll. This includes 35 funded three year olds and 4 funded four year olds. The group supports children who has English as an additional language and children who have special needs.

The pre-school employs 11 members of staff. The majority of staff have relevant childcare and first aid qualifications. The pre-school receives support from the Early years Development and Childcare Partnership (EYDCP) and the Pre-school learning Alliance

How good is the Day Care?

The Wendy house Pre-School offers good quality care for children.

The staff work well together as a team and provide a warm, welcoming and secure environment for the children and parents. The staff organise and plan the session to include a wide range of interesting and stimulating activities, which encourage the children to play, develop and learn.

The staff have relevant childcare qualifications and experience, they are encouraged to attend regular training courses, induction and vetting procedures are in place.

The staff are aware of most safety issues. Most documentation is in place, however

staff are unaware of their individual responsibilities in the event of a fire. Staff encourage the children to be aware of personal hygiene and develop independence in their personal care. The staff provide healthy snacks and drinks which are usually linked to the topic, snack time is a very sociable occasion for all the children who attend.

The staff know the individual needs of the children well, good support is given to children who have special needs, this also includes the use of sign language if required, staff ensure all the children with special needs have the opportunity to take part in all the activities offered. Good support is also given to children who do not have English as their first language.

Staff have high expectations of behaviour which the children respond to positively, the staff are very good role models for the children, they continually offer praise and encouragement. The children are well behaved and secure in their environment. Staff are aware of most child protection procedures.

The staff have developed a good relationship with the parents, the parents are informed of any events via the parents noticeboard or newsletter. Staff exchange verbal information regarding the children daily. Policies and procedures are in place.

What has improved since the last inspection?

Not applicable

What is being done well?

- Activities provided are suitable for all the children attending.
- Snack times are a very sociable occasion
- Staff are aware of each child's individual needs, good individual support is given to children who have special needs.
- The children are well behaved and respond positively to requests from staff.
- Staff have developed good relationships with the parents.

What needs to be improved?

- the fire procedures and the responsibility of the staff in the event of a fire;
- staff knowledge of child protection procedures in the event of an allegation being made.

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
6	ensure all fire exits are kept clear.
6	ensure all staff are aware of their individual role in the event of a fire.
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

The Wendy House Pre-School offers good quality provision overall which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Children are confident, happy, secure and eager to participate in activities. They behave well in response to the high expectations and sensitive support of staff. Staff provide a generally good learning environment, however some staff lack understanding of the foundation stage, including the recording and assessing of children's work and progress. There are missed opportunities for children individually to be creative and begin to write their own names. Relationships between staff and children are good, the staff work well as a team to provide suitable activities and experiences for the children.

A new recording and assessment system is in place, staff are beginning to record the children's individual progress in the early learning goals. Very good systems are in place to support children who have special educational needs, staff provide very good individual support for these children, this enables the children to take part in all the activities and experiences offered each day. The staff are aware of all the children's individual needs. A good system is also in place to support children who have English as an additional language.

Leadership and management is generally good. The supervisor has a good relationship with the staff and the committee. Staff are encouraged to take part in a range of training opportunities. The staff work hard to support each other and contribute to the running of the group.

Partnership with parents is very good. A keyworker system is in place and gives parents the opportunity to discuss their child's progress daily. A welcome pack, noticeboard and newsletters inform them of activities and forthcoming events.

What is being done well?

- Staff work well together as a team to provide an interesting and stimulating environment for the children.
- The children are confident, sociable, well behaved and have a good relationship with each other and the staff.
- Children who have special needs and English as a second language are very well supported.
- Staff have developed a good relationship with the parents.

What needs to be improved?
<ul style="list-style-type: none">● Staff's knowledge of the early learning goals.● Staff's understanding of the recording and assessment systems.● Opportunities for all children to independently draw and begin to write.

What has improved since the last inspection?
<p>The pre-school has made generally good progress since the last inspection.</p> <p>A planning system is now in place which covers all the six areas of learning.</p> <p>A recording and assessment system has just been implemented. Once all staff are familiar with the early learning goals, the system will be more effective.</p> <p>A keyworker system has been implemented which works well.</p> <p>Staff have extended their use of open-ended questions to encourage the children to communicate and be involved in discussions.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. Relationships are good and children show consideration and support for others. Children are confident, happy and secure and are eager to participate in activities. They are confident in their interaction with staff and can express themselves well. Children respond appropriately to the clear expectations for acceptable behaviour. Children are respectful and show sensitivity to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's progress in communication language and literacy is generally good. Children communicate and listen well.. Staff make good use of questioning to encourage children's thinking. Most children are starting to recognise their own names and letter sounds. Opportunities are missed to encourage individual drawing and writing. Staff provide suitable books for the children, which they show children how to use.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Staff make good use of every day opportunities to extend both practical mathematical skills and relevant language. Counting is included on many occasions including number rhymes and snack time. Staff provide appropriate activities to give children the opportunity to compare shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. Children talk about past and present events in their own lives, and effectively learn about the lives of others. There are missed opportunities for children to individually select resources to develop their design skills. Good use is made of the outside areas to develop children's knowledge of their local environment. Staff support effective use of the computer.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good. Staff effectively encourage children's awareness of the space both around themselves and others. Staff provide many different opportunities and activities to extend children's physical development, both indoors and outdoors, including the outdoor parachute game. Staff encourage children to learn useful information about health and hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children's progress in creative development is generally good. Children are encouraged to use their imagination and express their ideas, good opportunities are provided for role play through dressing up clothes and equipment. Children are introduced to a wide range of music and encouraged to sing songs and rhymes. Some art and craft activities are adult led, resulting in a lack of opportunity for children to self select tools and materials.</p>	

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

- Review staff training to ensure all staff receive appropriate training in the early learning goals.
- Continue to develop the recording and assessment system in place to ensure children's progress is recorded.
- Extend the opportunities for children to develop their individual writing and craft skills.

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.