



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148968

DfES Number: 521854

INSPECTION DETAILS

Inspection Date 02/07/2004
Inspector Name Nicola Jayne Pascoe

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Willows Educare
Setting Address Heamoor CP School
Bosvenna Way
Penzance
Cornwall
TR18 3JZ

REGISTERED PROVIDER DETAILS

Name The Committee of Willows Educare 1044243

ORGANISATION DETAILS

Name Willows Educare
Address Bosvenna Way
Boscathnoe Parc
Penzance
Cornwall
TR18 3JZ

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 Willows Pre-school and After School Club opened in 1998. They operate from the pre-school building and early years room in the grounds of Heamoor County Primary school, in the village of Heamoor, on the outskirts of Penzance. The premises include two playrooms, quiet room, kitchen, office and toilet areas. There is also an enclosed outdoor play area.

There are currently 60 children from 2 to 8 years on roll, these include 32 three-year-olds and 18 four-year-olds receiving education funding. Children attend for a variety of sessions. The setting is not currently supporting children with special needs but have done in the past. There are no children attending who have English as an additional language.

The pre-school opens five days a week, from 09:00 until 11:30 and from 12:45 until 15:15 during school term times. The holiday and after school club operates from 08:00 until 08:45 and 15:20 until 18:00 during school term times, and from 08:00 until 18:00 during school holidays.

Ten part-time and one full-time members of staff work with the children. Ten hold suitable early years qualifications and one is working towards an appropriate early years qualification. The pre-school is supported by an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and they are members of the Pre-school Learning Alliance and Kids Club network.

How good is the Day Care?

Willows Pre-school and Out of School Club provides good quality care for children. Appropriate procedures are followed to recruit and appoint suitably qualified and experienced staff. The operational plan is effective and staff are familiar with the policies and procedures in place. Sufficient levels of staff work directly with the children, who are grouped appropriately. Space is organised well to provide areas for a variety of play activities. Storage units enable children to have free access and are used well to divide the room. However, there are some hazards in the outdoor

play area. There is a plentiful range of toys and resources and the furniture and equipment meets the needs of all children. All required documentation is kept securely, however, some records are not shared appropriately with parents and others do not maintain confidentiality.

Staff supervise children well. The premises are secure and are monitored appropriately to ensure that children are collected by authorised persons. Staff follow suitable fire procedures and practice regular drills. All staff have attended appropriate first aid training and there are good procedures for the care of sick children. Staff promote healthy eating habits and individual dietary requirements are respected. Children are encouraged to develop a positive awareness of people's differences. Staff demonstrate an ability to provide appropriate support to children with special needs and to follow child protection procedures.

Staff provide children with a broad and balanced range of interesting planned and free-play activities. They are good role models and offer appropriate levels of praise and encouragement to all children, who are polite, respectful and well-behaved.

Staff have developed good relationships with parents and share information through an appropriate variety of methods.

What has improved since the last inspection?

At the last inspection there were three actions to be addressed. These were to arrange for the registered persons to obtain confirmation of suitability, record times of arrival and departure of children and staff and to ensure that parents sign the medication records.

The setting has satisfactorily addressed these actions. Documents to confirm suitability of registered persons are available for inspection, registration systems record times of arrival and departure of staff and children and there is evidence that medication records are shared appropriately with parents.

What is being done well?

- The setting have developed a comprehensive operational plan. Staff are familiar with recently updated policies and procedures. They are keen and committed to ensuring the smooth and effective running of the provision. Sessions are well planned and the environment is organised creatively to provide suitable areas in which children can enjoy a broad and balanced range of interesting activities.
- Children have free access to a plentiful range of good quality resources and equipment. They are encouraged to develop their independence. Staff promote a positive attitude towards peoples differences and are keen to ensure that children develop an awareness and understanding of their own and other cultures and beliefs and of people with disabilities.
- Children participate enthusiastically in the range of activities available. They are happy confident and well-behaved. Staff are good role models. Adults

and children are respectful and polite to one another. Staff plan to ensure that there are opportunities for children to enjoy a good range of both free-play and planned activities, children particularly enjoy use of a projector to create shadows and shapes using different coloured filters. Staff interact well and support children in their chosen activity, they offer appropriate levels of praise and encouragement.

What needs to be improved?

- the safety of the outdoor play area.
- the records kept to ensure they are shared appropriately and that confidentiality is maintained.

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 that the outdoor area is safe.
12	Ensure that the incident records are shared appropriately with parents and that accident and medication records maintain confidentiality.

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

How effective is the nursery education?

Willows Pre-school offers generally good quality nursery education. Children are making generally good progress in all six areas of learning.

The quality of teaching is generally good. Staff are familiar with the stepping-stones towards the early learning goals and work well together to organise interesting activities. They use the Curriculum Guidance for the Foundation Stage to help them plan clear learning intentions, in all areas of learning, linked by a theme. As a result, children are excited and motivated to learn. However, planning and assessment needs to be developed further. Less experienced staff require more guidance on how to adapt and extend activities to meet the diverse needs of all children, particularly the older children. Staff have high expectations of behaviour and encourage children to tidy away. Children are keen to take part, work as a group and ask what else they can do to help. Routines are not used effectively to develop older children's skills.

Leadership and management of the setting is generally good. There is a strong emphasis on team work with clear leadership and aims. Action plans are written, implemented and reviewed to have regard for good practise and advice from outside agencies. Staff appraisals identify individual strengths and areas for development and improvement. However, the committee take no part in monitoring the quality of staff or education. Senior staff need to further develop good teaching strategies with less experienced staff.

Partnership with parents is generally good. They receive well-written, informative details about the setting. They are invited to share and record what they know their child can do on entry to the pre-school. Parents value the daily feedback they receive from staff about activities. The nursery's already developed system, to keep parents well informed about children's progress, needs to be implemented.

What is being done well?

- Children are confident, enthusiastic and able to sit and concentrate. They are familiar with routines and co-operate well at tidy up time. This is largely due to how effectively staff motivate children by encouraging group work and by setting clear aims to complete a task.
- Staff are committed to quality, care and development. They are keen and willing to make changes to improve the provision and respond positively to external advisors. They work together to write and implement action plans. These are used effectively to identify and monitor improvements.
- Staff plan an interesting range of activities linked by a theme across all six areas of learning, for every session. New ideas are presented and explored

in a variety of ways. For example children listen to a story about a life cycle, ask questions and comment on features they recognise. Then, they create a painting or a model, sing songs and act out how they think the animal might sound and move, then label their work. This ensures children enjoy, and have a positive attitude towards, learning.

What needs to be improved?

- The planning and assessment of activities to show less experienced staff how activities can be adapted and extended to meet the needs of the older children.
- The use of routines to introduce and re-enforce learning.
- The children's access to a range of media and tools to use for their own end at freely chosen activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The setting was asked to "involve people who help us". An action plan was developed and implemented. Plans show children have looked at the role of the police, fire and postal services. Also traffic wardens, teachers, nurses and a dentist. Staff have adapted the role play area and other activities so children can act out what they have heard and seen. Occasionally, trips out are organised to introduce a theme. For example, children went to a garden centre when the topic was growth.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are very well behaved and friendly. They are keen to help tidy away and ask if there is anything else they can do. Children are confident to link up with others to play games and share their experiences. They offer toys to each other as an invite to play and co-operate to carry heavy boxes across the room. Children are developing their independence but could do more routine tasks for themselves. For example, pour their own drinks and prepare snacks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children sustain attentive listening at story time. They respond with interesting questions about features they recognise. They are keen to communicate and use words, gestures and sound effects to reflect on events and play games. Children recognise their own names and some labels they use. They are beginning to link initial letters in their names to the sound they make. However, older children do not link letter sounds or numbers to their symbol. They do not routinely label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count reliably 1-6. Some are able to correctly count up to 18 children at registration. They are beginning to predict how many and understand addition and subtraction. They guess how many plates they need then work out if they require more or less at snack time. Children show interest in shape and make models of correct proportions. Older children's number skills are not being developed. For example activities are not planned, resourced or adapted for a range of understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about the natural world around them. They comment on the features of living things. They ask relevant questions about changes they see and hear about when listening to stories and acting out the life cycle of a ladybird and caterpillar. Children experiment with a range of construction materials to make models. They adapt their work to succeed in completing a task. Children need more opportunities to select tools and materials for themselves.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing their physical skills as they confidently use scissors, pencils, brushes and glue sticks to draw, write and make shapes and models. They demonstrate good hand eye co-ordination as they carefully finger paint a straight line of dots to make a caterpillar and write their name with glue and sand. Opportunities to climb, slide, ride and negotiate space are not readily available. They are not learning how to handle tools safely at meaningful activities, such as snack time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy making music. They are learning how sounds can be changed. For example, they use instruments to pretend to be the different creatures they learn about. They engage enthusiastically in role play. Children recognise some colours and make a selection to use for a purpose as they look in a mirror and draw a self portrait. They do not have access to a range of creative media such as paint, water and sand to explore colour and texture for their own purposes.

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

- Improve the planning and assessment of activities to show less experienced staff how activities can be adapted and extended to meet the needs of the older children.
- Evaluate how daily routines can be used to introduce and re-enforce learning.
- Provide children with more opportunities to select tools and materials to use creatively and for their own purposes.

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.