



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218284

DfES Number: 539827

INSPECTION DETAILS

Inspection Date 01/10/2003
Inspector Name Dianne Lynn Sadler

SETTING DETAILS

Day Care Type Full Day Care
Setting Name WINSHILL PRE - SCHOOL PLAYGROUP
Setting Address The Towerview Primary School, Vancouver Drive
Burton-on-Trent
Staffordshire
DE15 0EZ

REGISTERED PROVIDER DETAILS

Name The Committee of Winshill Pre-School Playgroup

ORGANISATION DETAILS

Name Winshill Pre-School Playgroup
Address 25 Salisbury Avenue
Winshill
Burton-on-Trent
Staffordshire
DE15 0ES

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

Winshill Pre-school opened in 1992. It operates from one room on a primary school site in Burton-on-Trent. Winshill Pre-school serves the local area.

There are currently 36 children from two to five years on roll. This includes funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09.00 until 15.30.

Seven staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Winshill Pre-school provides a good standard of care for the children. The pre-school provides a warm welcoming environment for the children and parents. There is a concise and clear operational plan which includes all the policies and procedures and is made available to parents and staff. All hazards have been identified and an action plan put in place to ensure the children are cared for in a safe and secure environment. Good hygiene practices are encouraged by staff for children.

Staff are aware of children's individual needs and respond appropriately to these. There is a wide range of activities, toys and play opportunities, appropriate to the ages of the children, covering all areas of learning, although the inclusion of positive images is limited. The interaction between the adults and children is very good. Most of the staff manage the children's behaviour well using lots of praise and encouragement.

A good partnership exists between the nursery and the parents, they are kept well

informed about the provision and their participation is encouraged by the use of a suggestions box. There are clear procedures and most policies are well documented.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- There is a good procedure in place for the recruitment and management of new staff and students.
- There is a well-documented operational plan in place, observed in practice and shared with staff and parents.
- The children have access to a wide range of play opportunities and work in separate designated areas covering the six areas of learning, encouraging them to work independently.
- All hazards both indoors and outdoors have been identified and a concise action plan has been put in place to ensure they are minimised.

What needs to be improved?

- the inclusion of positive images in activities, projects and displays.
- the consistency between the staff in managing children's behaviour
- the reviewing and updating of the child protection policy.

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
2	Review the registration system.
9	Ensure activities, projects and displays depict positive images.
13	Review and update the child protection policy.

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 Winshill Pre-school is generally good. It enables children to make generally good progress towards all the early learning goals within a stimulating environment offering separate work areas linked to the six areas of learning.

The quality of the teaching is generally good. Staff have a good understanding of the foundation stage and are involved in organising clear, concise educational plans. Activities are stimulating and well planned, but are not always extended to provide sufficient challenge, particularly in aspects of calculation and knowledge of other cultures and beliefs. Staff extend children's learning by encouraging them to think and express their ideas and feelings and explore new experiences, although do not always make the most of the opportunities for spontaneous learning, especially at snack times and when a new activity is presented. Staff manage children's behaviour very well, having clear, consistent expectations.

The leadership and management of the group is generally good. Staff work well as a team and are included in all the planning and decision making for the future. Communication is effective and there is a commitment to further training. The supervisors give good direction, but will sometimes take over, rather than enable new or less experienced staff.

The partnership with parents is very good. Staff work very closely with parents and there are good opportunities for parents to receive and discuss information about the provision and children's development. Parents are encouraged to participate and effect the children's learning, ensuring good links between home and pre-school. The use of a suggestions box ensures parent's views are taken into account.

What is being done well?

- Staff have consistent and clear expectations of the children's behaviour, which are discussed regularly with the children during the session.
- Children are provided with a range of stimulating and interesting new opportunities and are encouraged to use their imagination and express their ideas thoughts and feelings
- Separate work areas within the room enable children to choose resources for themselves and work independently and as part of a group.
- Staff develop good relationships with the parents, who are encouraged to participate and effect the children's learning, ensuring good links between home and pre-school.

What needs to be improved?

- adult direction when a new activity is introduced to the children.
- children's understanding and learning of other cultures and beliefs
- the opportunity for children to develop self help skills, independence and understanding of calculation
- the supervisors' leadership and management of new and inexperienced staff.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in all activities offered. They are able to sit and concentrate for appropriate periods of time however they are not always helped in new activities. Children behave well and respond positively to staff. Separate work areas within the room enable children to choose resources for themselves and work independently and as part of a group

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well to stories and are able to use prediction, language and communication to extend their thinking. They are able to confidently communicate ideas and feelings with peers and adults. Children are developing an enjoyment of books and demonstrate an understanding of how to use them.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children develop an understanding of shape, size and number through practical activities. Children are not always helped to develop their understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to discuss their families past and future events with competence. Although children are not fully helped to develop their understanding about other cultures and beliefs there are some planned activities to explore different festivals. Children investigate and explore a range of objects and materials, which includes every day technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to develop a sense of space, skills and awareness of their own bodies. They access a wide range of large and small equipment to develop fine motor and gross motor skills. The music and movement sessions enable children to develop their imagination, co-ordination and movement.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour, texture, shape, form and music. Children are encouraged to use their imagination and express their ideas thoughts and feelings in a variety of activities. Children confidently recite nursery rhymes from memory in small group situations.

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

- Increase the challenge for children to develop their self help skills, independence and understanding of calculation.
- Develop children's understanding of other cultures and beliefs.
- Provide more supervision and direction for the children when a new activity is introduced.

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.