



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 224222

DfES Number: 513972

### INSPECTION DETAILS

Inspection Date	08/09/2003
Inspector Name	Kathryn Mary Harding

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Whittington Under Fives
Setting Address	Station Road Whittington Oswestry Shropshire SY11 4DA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Whittington Under Fives
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### ORGANISATION DETAILS

Name	Whittington Under Fives
Address	Station Road Whittington Oswestry Shropshire SY11 4DA

## 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

Whittington Under Fives Pre-School opened in 1991. It operates from two rooms in a local community centre, in the village of Whittington on the outskirts of the town of Oswestry. The setting serves the local area.

There are currently 59 children from two to five years on roll. This includes 30 funded three-year-olds and 25 funded four-year-olds. Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 9:00 until 15:00.

Nine part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The group use some of the High Scope principles and have received an accreditation award from the Pre-School Learning Alliance.

### How good is the Day Care?

Whittington Under Fives provides good care for children. Staff are eager to attend training courses and work effectively as a team knowing their roles and responsibilities. All staff have attended child protection workshops, first aid and most staff have attended a basic food hygiene course. Some staff have attended health and safety work shops but staff must ensure all sockets are inaccessible to the children.

Documentation is well organised but staff need to ensure they have a procedure in place should a child become ill and ensure that parents countersign the medication record book.

Children's behaviour is well managed. They are given explanations appropriate to their stage of development with staff continually praising and encouraging the children for their efforts.

Staff interact well with the children and are interested in what they say. The rooms are well organised and well set out with a wide range of stimulating activities. Children's independence is encouraged through the use of open shelving enabling the children to select activities for themselves.

Partnership with parents is good and parents feel that staff are approachable and friendly. They feel that they are kept well informed about their child and their child's individual needs are met.

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

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

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

- Children are encouraged to plan what they are going to play with and recall what they did play with.
- A wide range of activities are available for the children covering the six areas of learning.
- The rooms are well set out so as to encourage the children to self select an activity and promote their independence.
- Children's behaviour is well managed and children are aware of the routines.

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

- the safety of the sockets;
- the countersigning of the medication book;
- the procedure for dealing with ill children.

#### **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 all sockets are inaccessible to children;
7	ensure that parents sign the medication book after medication has been administered;
7	ensure that there is a procedure in place should a child become ill.

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

### **How effective is the nursery education?**

Whittington Under Fives provides good nursery education. The children are making good progress towards the early learning goals. Children are well taught and staff work well together with parents and other professionals to meet the needs of the children. They have a secure knowledge of the foundation stage curriculum and the early learning goals. Staff extend children's learning by encouraging the children to think and asking open-ended questions. Staff work very well to include all children and draw up individual play plans for each child. However plans do not include practical activities for the children so they can begin to think about the mathematical concepts of addition and subtraction or include writing materials in the role play area. Staff do provide a wide range of planned and spontaneous learning opportunities and ensure children's progression through observation and interactions. All staff contribute to planning the curriculum and staff work well with parents to ensure the children are developing in all areas. The leadership and management of the setting is good and staff work very well together as a team. Staff work with parents and other professionals are accessed, to ensure that all children are included and that children's needs are met. All staff receive an annual appraisal and supervision is going to be introduced. Staff attend regular training and this is seen as a priority. Partnership with parents is very good. Staff work hard to ensure that parents are kept well informed about their child's progress and the next stage of development. There are plenty of opportunities for parents to be involved in the life of the setting with regular parent volunteers in the setting and frequent social events being held. An informative handbook is available containing information about the setting the policies and procedures.

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

- children's personal, social and emotional development is very good. Children are keen and interested to learn and are able to self select an activity.
- staff's clear understanding of the foundation stage curriculum and early learning goals leads to well planned activities which sustain children's interests and efforts.
- partnership with parents is very good. Staff work hard to ensure that parents are kept well informed about their child's progress and the next stage of development.

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

- Planning for children to begin to develop an understanding of simple addition and subtraction in a practical way.
- Opportunities for children to use mark making equipment in the role play area.

<b>What has improved since the last inspection?</b>
Good progress has been made since the last inspection. Both key issues have been dealt with and parents now have opportunities to be involved in their child's learning, through the key worker system and an open door policy. Staff have also attended training on writing and labelling and now use printed labels and the computer to standardise printed matter.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Personal, social and emotional development is very good and is given a high priority within the setting. Children are keen to learn and able to select activities for themselves. They concentrate and persevere when completing jigsaws. Staff have high expectations of children's behaviour and continually praise children's achievements. Children demonstrate personal independence when putting on aprons before a craft activity. They have lots of opportunities to respond to cultural events.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication language and literacy is generally good. Children have opportunities to sing simple songs. Adults extend children's learning by asking open-ended questions. They talk confidently in small groups as adults ask them to plan and at recall time when they talk about what they have done. Children are encouraged to find their name on name cards. Some older children form recognisable letters when they write messages to each other. No mark making equipment available in other areas.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. Staff use planned, spontaneous opportunities to count with the children in everyday practical activities. Children have many opportunities to match, sort, recreate patterns and play games to re-inforce these concepts. They have opportunities to recognise and match shapes and have completed worksheets to consolidate this learning. Staff do not provide practical opportunities for children to understand the concept of simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Knowledge and understanding of the world is very good. Children have many opportunities to use their senses to explore and investigate. They look at similarities and differences and record what they observe and talk about the days of the week and the weather. A weather board is used to record the findings. They discuss their families past present and future events. Children have many opportunities to look at different festivals and positive images of diversity are evident in the setting.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Physical development is very good. Children are skilful users of a wide variety of tools and equipment freely accessible to them. When taking part in movement to music they move confidently around the area demonstrating an awareness of space and others. They access a wide range of large and small equipment to develop fine manipulative and gross motor skills. Children are developing a good awareness of a healthy life style.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Creative development is very good. Children have plenty of planned and spontaneous opportunities to explore, colour, texture, shape and music. They have many opportunities to respond to what they see, hear or smell within the planned themes. When playing familiar ring games children do so with obvious enjoyment. They play imaginatively in the home area and convincingly take on different roles of mother, brother and sister.

**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

- Key Issues
- provide practical opportunities for children to begin to understand the mathematical concepts of addition and subtraction;
- provide writing materials in the role play area.

*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.*