



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507948

DfES Number: 510371

INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Sylvia Dindar

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Woodcot Community Pre-School
Setting Address	Woodcot CP School Tukes Avenue Gosport Hampshire PO13 0SG

REGISTERED PROVIDER DETAILS

Name	The Committee of CHAIR OF COMMITTEE
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ORGANISATION DETAILS

Name	CHAIR OF COMMITTEE
Address	U/A U/A

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

Woodcot Community Pre-School is situated in purpose built accommodation in the grounds of Woodcot Primary School, Bridgemary, Gosport. It is managed by a committee, serves primarily the local community and provides sessional care for 22 children under 5 years. It is the group's policy to accept children once they have attained the age of 2 years 9 months.

Sessions are offered from Monday to Friday, term time only, from 9.00 a.m. until 11.30 a.m. and from 12.50 p.m. until 3.20 p.m. The pre-school is in receipt of funding for 3 and 4 year old children, and works closely with staff at the nearby Primary School. There are no children currently attending for whom English is an additional language, the pre-school accepts children who have special educational needs.

There are seven staff employed to work with the children, all are experienced, four hold qualifications relevant to their role, two others are working towards such a qualification.

How good is the Day Care?

Woodcot Community Pre-school provides satisfactory care for children.

Staff have appropriate training and most staff relate this to the national standards however weaknesses have been identified in the organisation and leadership of the group. The group operate from a purpose built hall where good quality equipment and resources are laid out to promote children's independence and learning. Most documentation is place.

Safety in the group is paramount and excellent procedures are in place to keep children safe. Staff show understanding of health and hygiene issues. They teach children appropriate routines ensuring that they are protected from infection. Most staff have a first aid qualification and understand their responsibilities in regard to child protection. However, not all documentation is in place to support this. Staff know the children well and records show that their individual needs are met.

Children are offered a broad range of activities suitable for their developmental needs and staff interact well with them, encouraging their progress, valuing individual contributions and promoting self-esteem. Staff have appropriate behaviour management strategies in place. Children know what is expected of them, resulting in well behaved children.

Parents are welcome in the group and daily verbal hand over ensures that children are well cared for. Systems are in place to allow for parents comments and complaints. However they are not always easily accessed by parents.

What has improved since the last inspection?

No actions were raised at the last inspection.

What is being done well?

- Staff plan and offer a range of activities which cover all areas of learning. Through the use of safe and robust toys and equipment children are stimulated and absorbed in their play. All children have free choice and access toys and activities freely.
- Effective strategies are in place to manage children's behaviour. Children are encouraged to take turns and share. Staff praise and encourage children's achievements which results in well behaved children.
- Thorough knowledge of health and safety issues ensure that children are kept safe. Daily risk assessment identify hazards and these are acted upon appropriately.
- The group work well with parents and other professionals to ensure that children's needs are identified and all children are able to progress. Staff communicate through words and pictures to ensure that all children are included.

What needs to be improved?

- the committee and staffs knowledge of the national standards, their roles and responsibilities.
- the procedures for the confidential recording of child protection issues.
- the procedures for vetting the health of new and existing staff.
- the documentation on new staff.

Outcome of the inspection

Satisfactory

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
1	Improve practice when employing new staff and ensure systems are in place to monitor and evaluate their suitability.
1	Ensure that all staff and committee are aware of their roles and responsibilities, gain knowledge of the national standards and relate these to practice.
13	Ensure that there is a robust system in place to record and report child protection issues and that the policy reflect practice.

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

How effective is the nursery education?

Woodcot Community Pre-School provides good quality nursery education where children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a good understanding of the early learning goals and provide children with a range of worthwhile learning experiences. The SENCO adapts activities to support children with special educational needs to enable them to progress in all areas of learning. There are systems in place to support children with English as an additional language. Staff make good use of daily routines, planned activities, free play and incidental opportunities to extend children's learning. Written plans do not always reflect differentiation where children may require additional support to meet the learning objectives. However, staff are aware when individual children require help. There are some inconsistencies in the quality of the key worker observations and assessments that could impact on the opportunity for children to progress equally.

Leadership and management is generally good. The staff team work well together and are aware of the areas that require improvement. They are already implementing changes in the planning of activities and the assessment of children to improve learning opportunities and to ensure the children are progressing. The new committee is unclear of their roles and responsibilities, although at present, this is not impacting on the quality of teaching or the children's learning.

The partnership with parents and carers is generally good. Parents are clearly informed of the learning programme via theme sheets and newsletters that tell them what their children will be doing. Staff provide a welcoming and supportive environment for parents that allows them to feel comfortable discussing their children's learning. Not all parents are aware of who their child's key worker is or of the early learning goals, although both of these are displayed within the pre-school room.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and play an active part in their learning.
- Creative development is very good. Children are able to express themselves well through music, dance and role play.
- Partnerships with parents is very good. Staff have a good understanding of children's home circumstances and value each child as an individual.
- Staff work well together and act as positive role models to provide children with an interesting range of activities in a harmonious learning environment.

What needs to be improved?

- consistency of key worker observations and evaluations
- building and making activities to allow them to be more child led
- procedure for staff to promote the sounding and linking of letters when writing children's names.

What has improved since the last inspection?

Key issues at the last inspection related to planning and assessments; extending provision for knowledge and understanding of the world and increasing the range of activities to support physical development.

Staff now use plans that detail learning objectives and relate directly to the stepping stones to ensure children receive a balance of activities from all areas of learning. The assessment records show inconsistencies between key workers which could result in children's progress being limited. This area remains a key issue.

Activities pertaining to knowledge and understanding of the world are now more widely used across the curriculum to ensure children gain a balance of learning opportunities.

Staff have improved the activities relating to physical play by making use of the school hall, playing fields, play ground, trim trail and by using equipment to develop skills such as climbing and balancing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are confident and show independence throughout the sessions by hanging up their coats, selecting their own resources and accessing the toilets independently. Children's behaviour is very good, they are able to sit still and concentrate both in small and large group activities. They are good at listening, sharing and taking turns and have formed good relationships with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy reading and exploring books and confidently make predictions of what happens next. Some children are able to identify and write recognisable letters. The children are confident writers and often attempt to write during free play. However, staff sometimes miss opportunities to support them in sounding and linking letters when writing their names. A non-speaking child is progressing well by using non-verbal methods to communicate his wants and needs.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children regularly use one-to-one correspondence when counting and are able to recognise and write some numerals. Children understand the concept of more and less than and confidently use mathematical and positional language in everyday situations. Children are engaged in a range of practical activities that develop their understanding of shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about themselves and the world around them through well planned activities and topic work. They enjoy exploring and investigating and have access to a good range of resources. Children's progress is sometimes limited during building and making activities as on most occasions these activities are adult led. Children's ICT skills are developing well, they have regular access to a computer and can use it confidently to perform a range of simple functions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with opportunities for a range of physical activities in the pre-school room, the schools grounds and the school hall. They are making good progress in skills such as balancing and climbing. They enjoy using a wide range of equipment and are able to move around confidently and safely with control and co-ordination. Children's fine motor skills are developing well, they confidently thread, use cutters and hold pencils and brushes correctly.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy the daily singing and music sessions. They confidently sing, dance and participate in a good repertoire of action rhymes and songs. They understand how to play instruments and use them enthusiastically to make quiet and loud noises to accompany songs. Children demonstrate good imaginations in role play situations, when looking at books and during craft activities.	
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

- ensure consistency in key worker observations and evaluations to enable all children to be given equal opportunities to progress in their learning.

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.