



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254679

DfES Number: 582142

INSPECTION DETAILS

Inspection Date	21/01/2004
Inspector Name	Ros Church

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wollaton Village Pre-School Playgroup
Setting Address	Wrights Institute, Wollaton Road Wollaton Nottingham Nottinghamshire NG8 2AN

REGISTERED PROVIDER DETAILS

Name	The Committee of Wollaton Village Pre School Playgroup Committee
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ORGANISATION DETAILS

Name	Wollaton Village Pre School Playgroup Committee
Address	Wrights Institute Wollaton Road Nottingham Nottinghamshire NG8 2AN

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

Wollaton Village Pre-School opened in 1963, it operates from the William Wright Institute building in Wollaton, Nottingham. The Pre-School have access to a playroom, kitchen facilities, toilets and outdoor play areas at the front and rear of the building. Car parking spaces are available adjacent to the pre-school.

The facility operates term time only from Monday to Friday, offering a variety of sessions including Busy Bee Early Learning sessions for all ages. Sessions run in the mornings from 09:15 to 11:45 and afternoons from 12:40 to 15:10. There are extended sessions on Tuesdays and Thursdays which operate from 09:15 to 14:15. A lunch club is available Monday, Tuesday, and Friday allowing children to come for a six hour session.

There are currently 37 children from two to five years on roll, this includes 17 funded three-year-olds, and 13 funded four-year-olds. Children attend a variety of sessions. The setting supports children with special needs and children with English as an additional language.

The group is managed by a parent committee who employ six members of staff, five in childcare and one administrator. The majority of staff have childcare qualifications, with others working towards them. The setting receives support from the Nottingham City Early Years Development and Childcare Partnership.

How good is the Day Care?

Wollaton Village Pre-School Playgroup provides satisfactory care for children.

Staff work well together as a team, they provide a warm and welcoming environment for the children and parents. A child centred setting is provided with children's work displayed on all walls, and toys and equipment set out attractively on the low tables prior to the children arriving. Toilet facilities are available, although these are not used effectively to meet the numbers and needs of the children attending the group. There is a comprehensive operational plan which is available to parents, and most of

the required records are in place.

Staff have a good awareness of safety, they ensure children are safe whilst in the setting. They promote good standards of hygiene, toys and equipment are clean and well maintained, and the staff encourage the children to learn about safety and hygiene through the daily routine. Staff meet children's individual needs, they adapt the environment to support children with special needs.

A good range of stimulating activities are planned and provided to meet the children's developmental needs, although resources to extend play are not always accessible to the children. Staff interact well with the children, they are interested in what they say and do, and encourage individual play and development. Children are forming good relationships with one another, they learn to take turns and share the equipment.

Staff establish positive relationships with the parents and carers. They communicate with parents daily to enable children's needs to be met, good information is provided regarding the setting and its provision.

What has improved since the last inspection?

At the last inspection, the group agreed to provide evidence of operating within local planning and building control requirements, evidence of operating within environmental health and food safety requirements and provide details of a designated member of staff responsible for child protection issues, all actions have been met.

What is being done well?

- Staff work well as a team, they interact well with the children and have a good understanding of their individual needs, they plan and provide a good range of interesting activities. Children are happy and confident within the setting.
- Staff have positive methods of managing children's behaviour which takes into account children's understanding and maturity, this helps children to develop their self esteem and confidence.
- Staff work in partnership with the parents, they communicate with them daily to ensure children's needs are met.

What needs to be improved?

- the documentation, the register of attendance to include times of arrival and departure; the confidentiality of the existing injuries and inclusion of parents signature to acknowledge entry.
- the resources to be readily accessible to the children
- the toilet facilities

- the appropriate nappy changing facilities.

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
2	Ensure the attendance register includes times of arrival and departure.
3	Organise resources so that they are readily accessible for children.
4	Ensure there is a minimum of one toilet and one wash hand basin with hot and cold water available for every ten children over the age of two years.
4	Ensure there are appropriate nappy changing facilities.
13	Ensure the records of existing injuries are confidential and that parents sign the entry.

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

How effective is the nursery education?

Wollaton Village Pre-School offers good quality education. It provides a happy, welcoming and stimulating environment, where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff work very well as a team they plan and provide a range of activities which support children's learning, although the planning does not include the outside areas. The staff have good relationships with the children and their parents, they have developed the assessment system, which helps them to have a knowledge of children's individual needs and development. Staff interact and communicate well with the children, they make good use of their time. Children are able to easily access activities around the room, although resources for children to extend their play are not available within some areas. Staff have high expectations of children's behaviour and foster this through praise and encouragement. There is an effective system in place to support children with special educational needs and children with English as an additional language.

The leadership and management of the group is very good. The committee and staff work well together through regular meetings and communication. They are committed to improving the standards of the care and education, an effective monitoring system is in place for staff development and training.

The partnership with parents and carers is generally good. Parents receive good information about the setting and the six areas of learning. The staff provide a welcoming atmosphere for the parents and communicate well with them regarding children's development. However, there are limited opportunities for the children's written assessment records to be shared with the parents. Parents are involved in children's learning through work taken home.

What is being done well?

- Children are forming good relationships with staff and peers, they learn to take turns and share the equipment. Children are happy and confident within the pre-school.
- Children's knowledge and understanding of the world is developing well, through a good range of practical activities children learn about the world around them, the beliefs and cultures of others.
- Staff provide good opportunities to develop children's creativity and imagination, through art and design, music and role play.
- Staff work very well together as a team, they plan and provide a good range of activities. Staff know the children well and meet their individual needs.

What needs to be improved?

- the opportunities for linking sounds to letters
- the opportunities to develop mathematical skills in the area of calculation
- the planning to include children's learning in the outside areas
- the organisation of resources so that they are readily accessible for children to extend their learning
- the opportunities to share children's assessment and development records.

What has improved since the last inspection?

The pre-school has made very good improvements since the last inspection. Staff have set up a system which assesses children in line with the early learning goals and identifies their next stage in learning. The staff's time is used effectively with the children. Children with English as an additional language are supported well. Information is obtained regarding the child's and parent's understanding and needs so that they can be supported.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming good relationships with adults and peers, they play in small groups and share their experiences. They are learning to negotiate with others during play, to share the equipment and take turns. Children are happy and confident within the pre-school setting, they are interested in the activities, they show excitement and are motivated to learn. They are well behaved and learning what is right and wrong. Children's independence skills are developing well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well, they are learning new words such as sprinkle and sloppy and words which rhyme together. Four-year-olds communicate confidently and use language to explore their thoughts and feelings. There are limited opportunities for children to link sounds and letters together. Children are learning to recognise and write their own names. They enjoy looking at books and listening to favourite stories which they share with their friends.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers, they are learning to count well and recognise numerals. During practical activities children learn about shape, size and position, and use mathematical language during their play. Children create and compare simple patterns using colours and shapes. However, opportunities are missed for children to develop their understanding of addition and subtraction during practical activities and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a variety of objects and materials using all of their senses. They are learning about the world around them, and through local visits they find out about the environment. Children learn to build and construct designs of their choice using a variety of different materials. Information communication technology is used to support children's learning. Through topic work and discussion children are gaining an awareness of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, they demonstrate an awareness of space control and co-ordination, whilst playing with a good variety of equipment both indoors and outdoors. They are learning to recognise the importance of hygiene and staying healthy. Children's fine manipulative skills are developing well, they practise these during practical activities such as sewing and pattern making with small pegs, and learn to use a range of different tools and materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's creativity is developing well, they use their imagination in art and design. They enjoy engaging in role play activities where they draw on their own experiences and use props available to act out situations. Children use a good range of materials and media to explore texture and shape, and they experience working in three dimensions by making models with playdough. They explore sounds and rhythm whilst using a variety of musical instruments.	
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

- extend opportunities to link sounds to letters
- provide more opportunities to develop children's mathematical skills in the area of calculation
- extend the planning to include children's learning in the outside areas
- organise the resources so that they are readily accessible for children to extend their play and 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.