



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148692

DfES Number: 515308

INSPECTION DETAILS

Inspection Date 14/09/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wargrave Pre-School
Setting Address Recreation Ground
off East View Road
Wargrave
Berkshire
RG10 8BH

REGISTERED PROVIDER DETAILS

Name The Committee of Wargrave Pre-School 294633

ORGANISATION DETAILS

Name Wargrave Pre-School
Address Recreation Ground
off East View Road
Wargrave
Berkshire
RG10 8BH

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

Wargrave Pre-School opened in 1980. It is located in the Youth Centre within the recreation ground of Wargrave Village. The group have sole access to the premises during opening times. It has strong links with the Robert Piggott Infant School.

Wargrave Pre-School currently has 26 children on the register. This includes 7 nursery education funded three year olds and 8 funded four year olds. The setting supports children with special educational needs and for whom English is an additional language.

The pre-school opens Monday to Friday from 09.15 to 12.15, term time only.

Six staff work with the children; five of whom hold appropriate qualifications in childcare. Most staff hold a current relevant first aid certificate. The group receives support from the Local Authority.

How good is the Day Care?

Wargrave Pre- School provides a good quality care for children. The environment is warm and welcoming and there is sufficient space for the children to play comfortably. Staff work well as a team and attend weekly meetings, contributing to the planning of the daily activities. There are a good variety of toys, equipment and materials, which provide a balanced range of activities, promoting learning and development. All regulatory documentation is in place and confidentiality is maintained, although some lacks necessary detail.

Deployment of staff ensures the children have good support and are safe within the buildings and whilst using the outside area and local play area. The group carry out daily health and safety checks. There are no written risk assessments. Evacuation procedures are practiced regularly. Staff are active in promoting hygiene to prevent the spread of infection. Children are encouraged to learn about personal hygiene through the daily routine. Staff have a satisfactory knowledge of child protection.

The children respond to the positive reinforcements and expectations of staff regarding behaviour management. Staff are good role models. They provide a varied, interesting and calm environment and respond to the children's interests. Children enjoy the diverse, stimulating and exciting activities available and participate enthusiastically. Their individual needs are considered and valued. The staff sensitively support and encourage all children in the participation of activities. Snacks provided are healthy and nutritious and the children independently pour their own drinks. Dietary and religious requirements are respected.

There is a satisfactory partnership with parents and carers. They are welcome at any time and know what is going on in the pre-school through regular daily exchanges, newsletters and helping on the parent rota. They do not have regular opportunities to access their child's developmental records.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are involved in a broad range of exciting and varied activities. Staff are attentive to their needs, respond to their interests and praise and encourage them. Children self select confidently, developing their independence. The toys and activities available provide sufficient challenge to all the children.
- The environment is clean, well maintained and welcoming to parents and children. There is sufficient space for the children to move freely and play comfortably.
- Staff actively promote good health and hygiene practices. Tables are wiped before and after snacks and children are encouraged to learn about personal hygiene through the daily routine. Accidents and medication administered are recorded accurately and confidentiality is maintained.
- Good behaviour is valued and staff are good role models. Clear rules and boundaries are in place and used effectively to develop the children's understanding of right and wrong. Staff use positive reinforcement, constantly praising and encouraging the children to behave well.

What needs to be improved?

- opportunities for parents to access their child's developmental records regularly
- written risk assessments for inside and outdoors
- complaint's procedure to include details of the regulator
- behaviour management statement to include how the group manage bullying.

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	Produce written risk assessments.
11	Ensure the behaviour policy states how the group manage bullying.
12	Ensure the complaint's procedure includes details of the regulator.
12	Provide regular opportunities for parents to access their child's developmental records.

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

How effective is the nursery education?

Wargrave Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.

Teaching is generally good. Staff have a very good knowledge of the foundation stage. They plan a varied and fun learning environment for children to experience a wide choice of activities inside and outdoors, developing the children's predictive and curiosity skills effectively. Opportunities for children to count in every day situations and to label their own work are limited. The routine allows the children sufficient time to complete their chosen activities. Their learning is not always supported or extended effectively during adult led activities. Staff manage children's behaviour well and they respond positively. The setting has provision to support children English as an additional language well, to ensure they are included in activities and independently supported.

Leadership and management are generally good. The committee value staff's contributions and commitment. Plans are detailed to support staff's delivery of activities and are evaluated fully. The assessment system is used to check and record children's progress towards the early learning goals and time is allocated for staff to complete these, although this is not always sufficient. Training is encouraged and the group are committed to improving the provision.

Partnership with parents is generally good. This contributes to their child's progress towards the early learning goals. Parents are informed of the group's policies and activities with regular newsletters and daily communication with staff. They share their observations and discuss their children's progress regularly. They do not have a regular opportunity to access their child's developmental records.

What is being done well?

- Independence is encouraged, especially during snack time. The children are confident and keen to learn and try new activities. They have an awareness of the boundaries set and behavioural expectations from staff. They take turns, negotiate and share very well.
- Children investigate objects through their senses, especially when looking at the chicken eggs. Effective planning and use of resources by staff develop these skills. Children find out about their own culture and beliefs and those of other people. They visit the community during Harvest festival time.
- The children use mark making implements, construction sets and malleable materials with increasing control. They understand that equipment and tools

need to be used safely. The children develop their skills to jump, run, balance, pedal, scoot, catch and throw regularly, both inside and outdoors. They begin to match movement to music, especially enjoying moving like animals.

- Children have opportunities to express their ideas through role-play and build and develop their imagination. They enjoy being vets and caring for the animals and 'writing their prescriptions'. The children respond positively to singing and join in enthusiastically with actions and words. They request their favourite rhymes.

What needs to be improved?

- methods to extend more able children and support less able children during the adult led activities
- opportunities for the children to label their own work and to access their name cards throughout the session
- opportunities for the children to count in everyday situations.

What has improved since the last inspection?

Generally good improvement has been made since the last inspection. Resources and furniture are now clearly labelled; helping to develop the children's understanding that writing has meaning and where all the resources belong.

The group's old ICT equipment and software was destroyed when their building caught fire last year. They are now in the process of replacing all of this and a computer has just been purchased but is not able to be used at present due to technical obstacles. During the group's temporary use of the local primary school, the children were able to access ICT equipment on a regular basis. The staff plan for this to carry on, to continue to develop children's ICT skills.

Planning still does not indicate how older and more able children's learning may be extended or the learning modified for younger or less able children. This continues to be a weakness, especially during the daily adult led activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to participate in planned activities and confidently self select their own choices. They are forming good relationships with their peers and staff. Children share, negotiate and take turns well, especially during snack time. Their confidence and independence is promoted through organisation of resources, daily routines and good staff support. Children respond to the high expectations of staff for acceptable behaviour. Their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing awareness that print carries meaning and the different purposes of writing. Resources are clearly labelled and children can access books easily. They enjoy sharing stories with staff. They are confident speakers and engage easily in conversations with each other and adults. Most children can recognise their own name and trace over the letters with their fingers. There are limited opportunities for them to label their own work and to access their name cards.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a large variety of resources to promote and develop their mathematical skills. They are able to recognise and name simple shapes and colours and to count forward and back using number rhymes. Good opportunities are created for the children to problem solve within everyday play situations and to use a wide range of mathematical language, especially with weighing. Introduction to counting in every day situations is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a variety of construction equipment, tools and materials to cut, join and build well. They confidently share past and present events in their lives. The children have an understanding of their own culture and beliefs and those of other people and can access resources to support this. They explore the world and effectively use their senses to reinforce this learning. They smell, touch and see the differences between a raw egg and a hard-boiled egg, before decorating their eggs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations; for example, they jump like frogs and rabbits, slither like snakes and stamp like elephants in their movement session. Children handle tools, materials and objects safely with increasing control.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate in songs and rhymes eagerly and like to select their favourites. They enjoy the opportunity of free expression in role play; developing their imaginative skills well in the vets whilst caring for all the animals. Children access a wide range of art and craft activities developing their creative skills, especially sticking, painting, drawing and rolling, squeezing and cutting the dough. The children experience a variety of music and match movement to this regularly.

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

- develop methods to extend more able children and support less able children during the adult led activities
- provide opportunities for the children to label their own work and to access their name cards throughout the session
- create opportunities for the children to count in everyday situations.

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.