



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314201

DfES Number: 538119

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Julie Armstrong

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Witton Gilbert Pre-School
Setting Address Witton Gilbert Primary School
Sacriston Lane
Witton Gilbert
County Durham
DH7 6TF

REGISTERED PROVIDER DETAILS

Name The Committee of Witton Gilbert Pre-School

ORGANISATION DETAILS

Name Witton Gilbert Pre-School
Address Witton Gilbert Primary School
Sacriston Lane
Witton Gilbert
County Durham
DH7 6TF

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

Witton Gilbert Pre-school has been registered since November 2000. It is a committee run group and operates from premises within Witton Gilbert Primary School, which is situated directly off the main road through the village, approximately three miles from Durham city. The group is attended by children who live in the local geographical area.

Registration is for 18 children aged three to under five years. There are presently 18 children, all aged three years, on roll. At the time of this inspection there are 14 funded three-year-olds present at the morning session and 4 at the afternoon session.. The group provides sessional day care each weekday from 09:00 to 11:30 a.m. and from 12:45 to 15:15, during term-time only. The facility presently makes provision for children with special needs and for those who speak English as an additional language.

There are six regular members of staff who work with the children. All staff hold, or are working towards, relevant childcare qualifications. The setting receives support from Sure Start, County Durham.

How good is the Day Care?

Witton Gilbert Pre-school provides good quality care for children. Comprehensive policies and working practices form an effective operational plan, although some additional information should be included in the child protection policy statement. Good systems are in place to record information about children. High priority is given to staff training and to working as a team. Good use is made of play space and children have easy access to equipment and activities. There is a good range of furniture and resources available. All areas are clean, warm and welcoming.

Careful consideration is given to health, safety and hygiene arrangements. These are well practised and appropriately promoted with children e.g. hand-washing and personal safety. There are good systems in place to ensure that children are well supervised and protected. Staff have a sound awareness of child protection issues.

Catering arrangements are discussed with parents in order to identify children's dietary needs. Drinks are always available and children are encouraged to try a variety of healthy snacks. Children are valued as individuals and all have an equal opportunity to develop and learn.

There is a good range of play activities including resources that effectively promote equality of opportunity and anti-discriminatory practice. Children are well supported during play and they enjoy good interaction with each other and with staff. There are consistent and appropriate methods to manage children's behaviour. Children behave well and are happy within the group.

Staff value good working relationships with parents. There are effective written and verbal systems in place to share information with them concerning their child's care and progress.

What has improved since the last inspection?

At the last inspection several actions were raised relating to written records and policy statements. Relevant documentation has been reviewed and updated to ensure information is effectively shared with staff, parents and other relevant agencies.

What is being done well?

- Staff demonstrate a strong commitment towards training and personal development, thereby improving their knowledge and child care practice.
- Areas are very well set out with a good range of accessible activities and resources. These provide children with a bright, interesting, child-friendly environment.
- Staff have a sound awareness of safety, health and hygiene issues. Formal risk assessments and regular equipment checks ensure children's safety and well-being, indoors and out.
- Well planned activities and resources positively promote equality of opportunity and anti-discriminatory practice. Staff value all children as individuals and work hard to ensure they are well supported and their specific needs are met.
- Well organised documentation systems ensure information is readily available, up to date and effectively maintained in line with the requirements of the National Standards.

What needs to be improved?

- the child protection policy statement, to confirm that Ofsted is notified in the event of an allegation being made against a member of staff.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
13	Develop the child protection policy statement to confirm that Ofsted is notified in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

Witton Gilbert Pre-school provides high quality nursery education that enables children to make very good progress towards the early learning goals. Progress across all six areas of learning is very good.

The quality of teaching is very good. Staff have a sound understanding of the Early Learning Goals. They use the Curriculum Guidance for the Foundation Stage of Learning to devise short, medium and long term plans that effectively promote all six areas of learning. They work closely with parents, carers and other professionals to address children's individual needs. They ensure children are sufficiently challenged and extended. They interact positively with the children, reinforcing good standards for their behaviour and supporting them very well.

Leadership and management systems are very good. There is a formal management committee in place; they ensure staff are effectively supported. Good induction and appraisal systems are used to monitor and evaluate staff performance and to identify future training needs. All staff and management demonstrate a strong commitment to continually monitoring and improving the provision for nursery education.

Parents receive comprehensive introductory information about the setting and its educational provision. They have good opportunities to share what they know about what their child can already do. Informal daily updates keep them generally informed of their child's achievements and progress. They have opportunities to attend formal open days to discuss the curriculum and how their children are working towards the early learning goals. They receive up-to-date information about current themes and activities and have opportunities to be actively involved with their child's learning at home.

What is being done well?

- Staff and management's commitment to training and personal development is excellent. They demonstrate enthusiasm towards continually improving their knowledge and developing the educational provision within the group.
- Well planned activities and resources respect and positively promote children's individual cultures and beliefs. As a result, children are gaining a sound sense of community and developing a positive self-image.
- Parents have very good opportunities to be actively involved i.e. through serving on the committee, regular newsletters, clear topic plans, good displays, informal discussions, children's library books and open nights. They enjoy being included and helping their child learn at home.
- Children are interested, excited and motivated to learn. They benefit from a rich and inviting learning environment, well planned opportunities and

positive, enthusiastic staff.

What needs to be improved?

- ongoing training and group development; to continually monitor and improve practices within the group, keep parents informed and actively involved and ensure systems effectively help all children to work towards their full potential before leaving for school.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have introduced a number of effective measures to improve the educational provision, in response to key issues raised in the previous inspection report.

They have improved planning and assessment systems to ensure they link more closely with the Stepping Stones, across all six areas of learning, especially in mathematics. They have developed the focused activities programme by identifying extension plans for more able children, to ensure they are sufficiently challenged and extended. They use assessment information to inform future planning.

Staff have improved opportunities for children to explore and investigate using all their senses. Planned themes i.e. 'Growth and change' have given children opportunities to look at living things and examine why things happen and how things work e.g. my body, puppies and the tortoise. Children also enjoyed growing and eating potatoes. In addition, staff have purchased a variety of new resources e.g. magnets, magnifying glasses, metal spheres and mirrors. These are accessible to children, thereby improving self-initiated learning opportunities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children explore learning activities with interest. They separate confidently from parents and are forming good relationships with adults and peers. They have a good sense of routine and manage their personal care competently. Most behave very well and show care and concern for each other. They are developing a sound sense of community through discussing their life experiences and learning about different cultures and celebrations. All children are gaining confidence and independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good language and communication skills. Most listen well and speak confidently, even in large group situations e.g. circle time. Some use complex vocabulary and gestures that reflect the breadth of their experiences. They interact well with each other, sharing ideas and taking turns in conversation. They enjoy stories and rhymes and most can recognise and sound a variety of letters. Many enjoy mark making and can write a variety of recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate an interest in numbers and some count spontaneously during self-initiated activities. Most can recognise, name and draw some number shapes. Some can touch count a series of objects well. They have a good awareness of positional language and correctly use language relating to shape, space and measure. They are learning to compare groups of objects and are gaining simple addition and subtraction skills, through everyday activities and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all their senses to explore and investigate objects and natural materials. Many design and construct competently using a range of tools and equipment well. They are gaining computer skills and some operate simple equipment well. Many have a good sense of time and readily talk about their personal lives and their families. They are learning about other cultures and beliefs through well planned opportunities and daily routines.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children move spontaneously, most with very good control and co-ordination. They have a good sense of space and adjust their speed and change direction as they negotiate around each other. They are developing a sound awareness of health and bodily needs and some are aware of the effect that exercise has on their bodies e.g. getting hot or tired. All are developing effective fine motor skills. Most use tools and materials with increasing skill and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their bodies well to explore texture and space. They show an interest in what they see, hear, feel, taste and touch. Most can recognise and name a good variety of colours. They are developing an appreciation for music. Most join in enthusiastically with songs, rhymes and dance. They have regular opportunities to use musical instruments. Many are developing good imaginative skills. They use gestures and body language well to communicate their ideas and feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following ;
- Continue to monitor and improve practices within the group. Keep parents actively informed and involved and use ongoing training and development as a means of improving the educational provision, thereby helping children to work towards their full potential before leaving for school.

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.