



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141017

DfES Number: 517597

INSPECTION DETAILS

Inspection Date	14/05/2004
Inspector Name	Janet Armstrong

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Westhaven Pre-School/Kids Club
Setting Address	Westhaven Infant School Hereford Road Weymouth Dorset DT4 0QB

REGISTERED PROVIDER DETAILS

Name	Westhaven Pre-School/Kids Club 1026262
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ORGANISATION DETAILS

Name	Westhaven Pre-School/Kids Club
Address	Westhaven County Infant School Hereford Road Weymouth Dorset DT4 0QB

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

Westhaven Kids Club has been established for approximately 25 years and is situated within the school grounds of Westhaven Infants School in the Westham area of Weymouth. They are a committee run club led by two head teachers from local schools and supported by parent volunteers.

The club provides a range of sessions that include breakfast, sessional, full day and out of school care. They serve the local community and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs, but none of them currently have English as an additional language.

The club is registered for 56 children aged two to eight years of age. They do not provide overnight care and are open Monday to Friday from 08.00 until 18.00 all year round. The out of school club accommodates children up to the age of 11 years and during term time priority is given to those attending Westhaven Infants and Westhaven Junior schools, with holiday sessions available to all children. The day care is in receipt of the government funding for nursery education, and currently there are 15 three-year-olds and 37 four-year-olds that are funded.

The club occupies two separate units. One is for preschool aged children and provides three main rooms for play and learning, with kitchen and toilet facilities available. There is a securely fenced out door play area laid to grass and tarmac. The second facility is a mobile unit for those that attend school, providing one main room and toilet facilities. All children enjoy regular use of some of the school facilities.

The club employs a qualified play leader who holds NVQ III in childcare and education and two qualified deputies for the day care and out of school club. A team of 11 staff, of whom eight are qualified, with three working towards a qualification supports them.

The Early Years Partnership, Advisory Teacher, Area Special Needs Co-ordinator and Sure Start give support and curriculum guidance to the club.

How good is the Day Care?

Westhaven Kids Club provides satisfactory care overall for children aged two to eight years of age.

Organisation is good. Staff work well together as a team and are effectively deployed to support the children in their activities. They make good use of resources, that are clearly displayed for the children to access. However, use of the play rooms is not always effective in some large group situations. The setting is supported by very clear documentation, that is accessible and informative. However, the registration system does not identify actual times of children's arrival and departure.

Staff have a good awareness of potential hazards and supervise the children well to ensure their safety at all times. Regular risk assessments are completed to help support them in providing a safe environment. Children's hand hygiene is promoted appropriately. Staff have a good awareness of individual needs and children with special educational needs are supported very well in the setting. However, not all staff are clear on child protection issues.

A good range and balance of interesting activities, themes and topics are provided for all children that attend. Especially in the out of school club, where the atmosphere is relaxed and informal to allow school aged children to unwind after a busy day at school. They are free to select their own activities and make choices with appropriate support from staff, who relate well to this age group. Staff manage children's behaviour effectively throughout the setting. The children respond well to this and are clear on what is expected and why.

Partnership with parents is good. Parents are given useful written information about the setting. They are encouraged to support the setting and become involved through a range of means, such as, a parent rota and 'fun' days. They receive regular verbal reports on their child's progress. However, systems for sharing written records with parents are not effective.

What has improved since the last inspection?

Very good progress has been made since the last inspection. At that inspection the provider agreed to ensure that written policies are in place for procedures for lost and uncollected children. This was addressed in June 2002, with clear, written procedures now in place.

What is being done well?

- There is an excellent range of resources that are in a good state of repair. They are displayed well and made accessible to children to support them in their choices and develop their independence.
- Behaviour management is effective. Preschool age children are learning what is expected of them and why through clear and consistent explanations from

staff. Staff in the out of school club use appropriate strategies for managing this age group's behaviour and have gained the children's respect and co-operation.

- Documentation is effective. It is thorough, well presented, up to date and supports staff effectively.

What needs to be improved?

- registration system to clearly identify actual times of children's arrival and departure
- use of rooms to ensure children are grouped appropriately
- staff awareness of child protection issues.

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 that the registration system clearly identifies actual times of children's arrival and departure
4	ensure that the rooms are used appropriately to accommodate children in accordance to space requirements
13	ensure that staff are clear on child protection issues

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

How effective is the nursery education?

Westhaven Kids Club provides generally good nursery education, with children making very good progress in communication, language and literacy, knowledge and understanding of the world and physical and creative development.

The quality of teaching is generally good. Staff work well together as a team. They have a mixed knowledge of the early learning goals, but all contribute ideas for the planning. Short term planning is basic, however, staff are deployed effectively and work well with the plans to support the children in their chosen and structured activities. Staff make good use of questioning to challenge the children's thinking. However, sufficient challenges are not provided to extend the children's personal, social and emotional and mathematical development. Children with special educational needs are supported very well in the group. Staff manage the children's behaviour effectively. They are positive role models and give clear explanations of what is expected and why. Assessment systems are not effective in identifying children's individual progress throughout the six areas of learning and do not identify what a child can or cannot do or the next steps for learning.

Leadership and management is generally good. There are clear systems in place for supporting staff in their development. They are encouraged to attend regular training courses. Systems for assessing the setting's own strengths and weaknesses are not secure. They rely on issues and progress to be reported verbally by others.

Partnership with parents is generally good. Parents value the informal, verbal exchanges of information with staff about their child's progress. They are encouraged to share what they know about their child. However, systems for sharing children's written records of progress with parents are not effective.

What is being done well?

- Children show very good concentration skills. When visiting the local school for assembly, they sit quietly, listen carefully to the speaker and respond appropriately as necessary.
- Children are developing a very good awareness and understanding of their own and other cultures, beliefs and abilities through meaningful activities, positive use of play provision and meaningful discussions with staff.
- Children with special educational needs are supported very well in the setting. The special educational needs co-ordinator is pro-active in her role and gives very good levels of support to staff, parents and children to meet individual needs.

What needs to be improved?

- the opportunities and challenges to develop children's personal independence and the quieter children's confidence in large group situations and the use of numbers and simple calculation on a daily basis through regular routines and activities
- the assessment systems so that individual children's achievements are clearly recorded and identify what they can do and the next steps of learning. They should also be used to enable parents to contribute and comment on their children's learning
- the system for sharing children's written records of progress with parents.

What has improved since the last inspection?

Generally good progress has been made overall in addressing the three key issues raised at the last inspection.

Staff have made good progress in increasing the children's understanding of how to recreate repetitive mathematical patterns. Children use peg boards to create simple patterns. In structured activities, children are learning to recreate simple repetitive patterns using coloured links to copy a chain created by staff, such as red, yellow, red sequencing.

Good progress has been made by staff in questioning the children effectively and increasing children's curiosity and questioning how and why things happen and thinking for themselves, such as the effects of water on sand.

Limited progress has been made in addressing the last key issue. The system for sharing written records with parents to make them more aware of their child's progress in learning has been reviewed. Parents interviews have been introduced and they are given their child's foundation stage booklet when they leave the setting. However, not all parents are aware that written records of development are kept and some are not aware of how they can access them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Most children separate from their carer with ease. They concentrate well and their behaviour is developing as they learn right from wrong. Children's personal independence is developing, some children can use the toilet facilities unsupervised. They can all access resources and activities independently. However, children are not provided with sufficient challenges to build on these skills and some quieter children lack confidence in some large group situations. Relationships are good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children display very good listening skills and show a good understanding of the speaker. They learn to use their vocabulary to express their own thoughts, ideas and needs. Children enjoy books. They understand that print carries meaning and how stories are structured. Children are developing good mark making skills through a range of activities. Some draw recognisable pictures and some are able to form clear letters to write their own name and label their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing a good understanding of comparisons, shape, size and position through a range of structured activities, such as, using blocks and compare bears to identify taller, shorter, big, small and medium. Some children are able to count to ten and identify the number of objects they have. However, generally children are not confident in their use of numbers and do not use them in their play or in regular activities or routines to count and apply simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show a natural curiosity and interest in what is happening and why. They use a range of construction materials to design and build using different fitting and fixing techniques with purpose, such as, small groups of children working together to construct a four wheeled vehicle using the large mechano set. They use the computer with confidence and skill to complete simple tasks. Children are developing a very good understanding of their own and other cultures beliefs and abilities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use the outdoor space well. They use trikes and scooters with control and co-ordination to manoeuvre themselves around obstacles and others at play. They use their feet to propel themselves, sometimes at speed using the pedals. They are developing a good sense of space and negotiating pathways. Children use small and large equipment with confidence to crawl, climb, hop and balance. They use tools and materials with purpose and are developing good hand-eye co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination well, especially in art and design. They explore texture, shape, form and space through a range of interesting and meaningful activities and topics supported by very good resources. In organised group activities they explore movement, such as, musical statues, dancing to music and different sounds made by instruments with interest. Children use role play to act out imagined and familiar situations to vacuum, cook and care for baby in the home corner.

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 and challenges to develop children's personal independence and the quieter children's confidence in large group situations and their use of numbers and simple calculation on a daily basis through regular routines and activities
- develop the assessment systems so that individual children's achievements are clearly recorded and identify what they can do and the next steps. They should also be used to enable parents to contribute and comment on their children's learning
- improve the system for sharing children's written records of progress with parents.

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.