



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148695

DfES Number: 514719

INSPECTION DETAILS

Inspection Date	22/09/2004
Inspector Name	Carol Patricia Willett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Willow Bank Pre-School
Setting Address	Duffield Road Woodley Reading Berkshire RG5 4RW

REGISTERED PROVIDER DETAILS

Name	The Committee of Willowbank Pre-School
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ORGANISATION DETAILS

Name	Willowbank Pre-School
Address	Duffield Road Woodley Reading Berkshire RG5 4RW

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

Willow Bank Pre-School is well established. It is a committee run group and it operates from their own building which is situated in the grounds of Willow Bank junior and infants school in the Woodley area of Reading. There are two rooms available to the children with toilet and kitchen facilities. There is an enclosed outdoor play area adjacent to the pre-school. The pre-school serves the local area.

There are currently 43 children from 3 to 5 years on roll. This includes 33 funded 3 year olds and 13 funded 4 year olds. Children attend for a variety of sessions. The setting can support children with special needs and there are 2 children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:30 until 15:00.

Eight members of staff work with the children. Four members of staff have early years qualifications to NVQ level II or III. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). There are close links with the infant school.

How good is the Day Care?

Willow Bank Pre-school provides satisfactory care for the children. It is well organised to provide an effective learning environment. A good range of toys and resources are readily accessible on open shelving which encourages children's independence. Most required documentation is available though some needs reviewing and updating.

The staff promote good hygiene practices and procedures and children are encouraged throughout the daily routine to have an awareness of personal hygiene. They have a good awareness of safety and take steps to minimise hazards. Snack time is a social occasion with lots of conversation between staff and children.

However this needs reviewing to provide children with healthy alternative snacks.

The staff are kind and caring providing a friendly, relaxing environment. They plan and organise a suitable range of interesting activities for the children. The children are interested and absorbed throughout the session. Staff do not take opportunities to develop children's awareness and understanding of other cultures including those of children represented in the group. Staff respond promptly if children need help and interact well with the children. They use praise and encouragement appropriately to develop positive behaviour, children co-operate and play well together as a result.

Partnership with parents is good. They are an important part of pre-school forming a committee to support the staff and children. Parents receive regular newsletters and have access to information displayed at the pre-school on notice boards. The parents rota is well supported and parents gain an insight into their child's pre-school life by attending sessions. Parents are positive and enthusiastic in their praise of the setting and the care provided for their children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Behaviour management is very good. Staff act as positive role models and provide a calm, stimulating environment where children are well occupied. Children have good manners and behave well during sessions.
- There is a wide range of resources to ensure children's progress and development. These are freely accessible to the children on open shelving where they take out boxes of toys, pack them away and return them to the shelf, encouraging independence.
- Staff have a high regard for safety. They are aware of potential hazards and take steps to minimize them. Risk assessments are regularly reviewed and daily safety checks are completed. Children are able to play and learn within a safe, secure environment.
- Good relationships are formed with parents who offer good support in various ways. Parents like the friendly, caring approachable staff and the activities provided for the children. They are enthusiastic in their support of the pre-school.

What needs to be improved?

- opportunities to develop children's awareness and respect for other cultures including those of children attending the setting
- the provision of healthy alternatives at snack time
- documentation to ensure it is up to date and contains sufficient detail

including a procedure for outings and accident book records.

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
8	provide healthy alternative at snack time
9	develop opportunities to increase childrens awareness and respect for other cultures including those of children attending the setting
14	review and develop documentation and records to ensure they are relevant and up to date

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

How effective is the nursery education?

Provision at Willow Bank Preschool is acceptable and of good quality. Children are making generally good progress to the Early Learning Goals. The provision for personal, social and emotional and physical development is very good.

Teaching is generally good. Staff are friendly and caring. They form good relationships with the children and their parents. Staff have a sound knowledge of The Early Learning Goals and planning and assessment records show clear links. However planning lacks some detail and staff do not always effectively observe and evaluate the activities. Staff are well deployed observing the children and moving to where their interests are. They use effective teaching strategies and good questioning techniques to ensure children make good progress. They praise and encourage the children's good behaviour.

Leadership and management is generally good with the parent led committee giving the staff and children very good support. The chair and supervisor have clear roles and responsibilities. They meet together regularly to discuss issues. The supervisors makes effective use of the space and resources and the staff work well as a team to provide a caring, supportive learning environment for the children. There is not a development plan in place to show how the group can continue to develop and improve in all areas.

The partnership with parents is very good. The staff and parents committee work well together for the continued improvement of the preschool. The parents receive good information about the preschool aims, policies and curriculum. They form an effective partnership to support children's learning. The parents rota provides a useful opportunity for parents to gain insight into children's learning and view development records.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and interested. They work independently and co-operate with each other. They approach new activities with enthusiasm for example when they examine boxes with buttons in.
- Children's physical development is good. They move confidently and safely both inside and out riding and manoeuvring bikes and wheelchairs with skill. They have good manipulative skills using tools and when completing jigsaw.
- Children have good communication skills. They are confident in their interaction with adults and each other and can express themselves well.
- Staff are kind and caring. They provide an interesting range of activities and use good teaching strategies to enable children to make good progress to the early learning goals.

- The staff and the committee work very well together to provide a caring supportive learning environment for the children. This enables them to be secure and ready to learn.
- There are effective links between preschool and home when children take turns to take Willow Bear home for the weekend. They record his activities in the diary and share what he did with the other children.

What needs to be improved?

- evaluation and observations of activities to enable children's interests to be developed and enable children to make connections between areas of learning; details in planning which show what children are expected to learn and how they will achieve this and how activities can be extended from children learning at different rates
- opportunities for children to see the direction of print and develop awareness of all aspects of books including the author and title of book and the provision of information books to enhance activities and to enable children to develop links between learning
- more opportunities for children to calculate for practical purposes
- the provision of resources in the craft area to allow children to freely use their creative imaginations and develop role play by making props
- overall development planning to show how the whole provision can continue to grow and develop.

What has improved since the last inspection?

The preschool have made good improvements since the last inspection in some areas and need development still in others following the appointment of two joint supervisors. They were asked to improve the following areas;

1) Develop strategies which use planning and assessment to promote children's learning.

Staff planning shows clear links to the stepping stones. Daily plans show how all areas of learning are covered and regular planning meetings of all the staff ensure children's learning is promoted.

2) Develop staff knowledge and effective use of the early learning goals.

The new supervisors have good knowledge of the early learning goals and stepping stones and planning and assessment records show clear links. Children's development is monitored using summative and formative assessments from the observations of the children. Staff continue to improve and develop this area.

3) Develop children's creative skills and independence by offering opportunities for free choice.

There has been some improvement in this area. Children now freely access play materials independently from accessible open shelving. They take toys and return them to the shelves which encourages their independence skills. Children's creative skills are not fully developed yet. They need more opportunities to freely use their own creative imagination in adult led craft and to create props to support role play. This is carried forward as area for improvement.

4) Develop strategies for extending learning experiences for older and more able children.

There has been little improvement in this area staff still do effectively plan how to extend activities for children of differing abilities and consequently children are not always challenged to their full potential. This is carried forward as an area for improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and secure. They arrive and settle quickly into the group. They know the routine well. Children have good independence skills freely selecting and packing away activities and toys. They are co-operative and well motivated. They participate well in adult led and freely chosen activities. Children form good relationships with staff and each other and are confident to approach all adults to involve them in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children write their names on pictures. They practice emergent writing in a variety of ways including writing labels for the door and paper shelf. They have very good language skills and are confident to talk and discuss ideas with staff and each other, especially at role play. There is a good selection of books which they access for pleasure. Some staff do not show direction of print and title or the author of books at story time. They do not provide information books to enhance activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children learn about addition and subtraction through number song with staff reinforcing counting using fingers and props. Children's counting skills are developing well. Most children can count up to six using fingers to reinforce counting. Staff reinforce counting and number recognition throughout the session such as when playing with dice. Staff miss opportunities for children to calculate for practical purpose such as at registration and extend maths concepts during other activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate materials including sand, water, shaving foam and cornflour, and natural materials such as leaves, nuts and bark. They use technology well and have good mouse skills. The children operate cassette players to listen through headphones. They explore the school wildlife area and walk to the post office to post cards. Willow Bear helps children learn about others home lives. Staff do not always develop awareness of other cultures from within the group.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the room, manoeuvring each other around in the wheelchair. They are skilful at riding bikes and enjoy bouncing on the trampoline in the outdoor play area. They practice throwing and catching balls and beanbags. Children are developing good manipulative skills whilst using a variety of tools including rolling pins, hammers, paintbrushes, scissors, pencils and jigsaws.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore colour and texture through craft activities using natural materials of leaves, nuts, bark and recycled materials. They freely paint at the easel, enjoying the colours mixing. Children use their imagination at the doctors during free play and at adult led activities using buttons to develop stories, imagining wizards and unicorns. The provision in the craft area does not allow children to freely access craft resources and develop role play by making props.</p>	

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 the craft area to enable children to make props to develop role play and access resources freely to develop their imagination and creativity in craft activities
- review and develop planning, observation and evaluation of activities to ensure they are child centered
- provide more opportunities for children to calculate for practical purposes
- develop an action plan to show how all areas of the preschool will continue to improve.

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.