



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143030

DfES Number: 515172

INSPECTION DETAILS

Inspection Date	08/12/2003
Inspector Name	Teresa Ann Cox

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Watery Lane Pre-school
Setting Address	Watery Lane Minehead Somerset TA24 5NY

REGISTERED PROVIDER DETAILS

Name	Watery Lane Pre-School 1022016
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ORGANISATION DETAILS

Name	Watery Lane Pre-School
Address	Watery Lane Minehead Somerset TA24 5NY

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

Watery Lane Pre-School opened in 1990. It operates from an Elliot style building on the St. Michaels School site in Minehead and serves the local area.

There are currently 35 children from 2 years to 4 years on roll. This includes 25 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens 5 days a week during school term times. Sessions are from 09.00 until 12.00 and 13.00 until 15.30. Five part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher for the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Watery Lane Pre-School provides good care for children. The room is bright and cheerful and well organised to provide all kinds of quiet activities, although space is limited. The staff ensure that there are interesting activities in place as the children arrive. There is a wide range of stimulating, good quality, toys and activities provided by the staff. The children have free choice from a wide range of age appropriate activities and are well supported by all of the staff.

The staff have a very good understanding of safety issues both during inside play and outside. There are clear policies and procedures in place to ensure children's safety, which the children easily understand. Personal hygiene practices are promoted with children encouraged to wash their hands before snack time.

The staff enjoy relaxed positive relationships with the children, they show an excellent awareness of children's individual needs. They interact beautifully with the children and encourage them to make decisions and behaviour choices. They enjoy good relationships with the parents due to their friendly, flexible approach, with

parent's encouraged to help in the sessions. Clear policies and behaviour boundaries are understood by both the children and their parents. The organisation of the group is very good with clear, comprehensive policies and procedures in place.

What has improved since the last inspection?

At the last inspection the group, agreed to ensure that a person was named as being responsible for child protection issues in the relevant policies. This has now been addressed.

What is being done well?

- The organisation of the group is very good with clear, comprehensive policies and procedures in place.
- The interaction between staff and the children is good. They pay excellent attention to meeting the children's needs and providing them with stimulating activities supported with ample, high quality toys and equipment.
- Staff have a very good awareness of health and safety issues. They make the children's safety both inside and outside the pre-school a priority.
- The staff provide healthy snacks for the children. They have an excellent understanding of children's dietary needs and allergies.
- There is a strong emphasis on equal opportunities with children encouraged to take part in all the activities.
- Behaviour management is handled by staff in a very positive, understanding way. Staff are clear and consistent in their approach to all of the children.
- Staff are very confident in their approach to child protection issues. They have an excellent understanding of the procedures to be followed should any concerns arise.
- Staff enjoy good relationships with parents. This is due to their flexible, open approach and the clear policies in place.

What needs to be improved?

- the grouping of children with a key worker system being implemented.

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
2	deveop a key worker system.

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

How effective is the nursery education?

Watery Lane Pre-school provides a very good standard of nursery education. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff work effectively together to meet the individual child's needs alongside the groups needs as a whole, in a calm effective way. They are positive in their approach giving children much praise and encouragement. Planning is excellent with stimulating activities well thought out and delivered in exciting ways, with many outdoor play opportunities that are child led. Assessment is thorough, it influences future planning immediately.

Leadership and management are very good. Staff are committed to on going training to improve their knowledge and understanding. Qualified staff support and train other staff with on the job training and good use of meetings to assess development. Staff work effectively as a team with clear roles and responsibilities shared out between them and excellent deployment within the setting. A point for consideration is that there is currently no key worker system which would further improve this provision.

The Partnership with parents is very good. Parents are provided with good quality information verbally and in writing about the setting and most aspects of the Foundation Stage. Staff develop parents understanding of planning and the Stepping Stones through hands on experience of activities when they are the parent helper. Parents are encouraged to share information about their child on a daily, informal basis and at open afternoons. A termly agreement between staff and parents sets a focus for individual children's learning.

What is being done well?

- Children learn through meaningful experiences, stimulating activities and fantastic use of exploring the outside world.
- Staff skilfully find alternative ways for children to learn and encourage child led play to meet their individual needs.
- Children's confidence and self esteem is developed through excellent behaviour management and wonderful opportunities within a well supported and caring environment.
- Staff's planning and assessment is excellent, with a clear understanding of children's development and the Foundation Stage, activities have a learning focus which is shared with parents.

What needs to be improved?

- a point for consideration is that there is currently no key worker system which would further improve partnership with parents and meeting individual children's needs.

What has improved since the last inspection?

There has been very good progress since the last inspection.

Opportunities for children to select and explore books is now a strength of the setting. Ch. self select books throughout sessions either from their own well stocked book corner or from the library book rack. Staff spontaneously read to children at their request as well as designated story times. In addition to this, children have reading time at the tables whilst the room is prepared for the next activities when they clearly enjoy books at their own pace with or without adult support.

The assessment records of children are now very comprehensive. Children's progress is recorded on a daily basis and transferred to their development charts which are related to the stepping stones. These are shared with parents and a termly play plan is developed as to each individual child's focus of learning. Staff identify monthly targets to achieve this plan and discuss progress at weekly meetings to plan for the next stage of development. Individual children that would benefit from specific activities are identified on the daily activity sheets.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent to self select toys with real enthusiasm, bursting into song and showing excitement for their play. They work together well showing kindness to each other and reminding their friends of rules such as putting their hands under the table when the candle is lit at snack time. Children have a vast knowledge of the local community and operate an excellent 'cream tea' café for their families, waiting on tables and collecting money.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a rich vocabulary and enjoy the introduction of new words such as 'camouflage'. They interact well with their peers and adults often using negotiation and leading the play with their ideas. They listen beautifully to each other and enjoy 'show and tell' where they share their treasures from home in front of the group. Children read their name cards and have a love of books. Writing is encouraged in all sorts of ways including large sheets of cardboard hanging up outside with chalk.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore shape, size and measure through fun activities often related to outside experiences such as Forest School. They are introduced to a wide vocabulary of mathematical language and enjoy meaningful play such as the ice cubes melting and getting smaller, measuring the amount of water learning new words such as cube, zero degrees, minus. Staff concentrate on a new number each week and this is carried through all their areas of learning, children enjoy number work as it is fun.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a wide knowledge of the natural environment through their weekly visits to Forest School where they develop skills such as making dens, fires, trails. They have an amazing understanding of animals and are involved in caring for their guinea pigs and a wormery. They collect leaves for the compost heap and explore patterns and prints from other countries. Children spontaneously use ropes, tyres, drift wood to build and create large outdoor pictures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have unlimited access to the outside play area which allows them to develop their physical skills. They run and climb confidently and use equipment such as wheelbarrows with skill. Forest School increases their use of tools which they use skilfully with an excellent awareness of safety. Children are very aware of their own bodies, how to keep them warm, safe and healthy. "Milk is good for teeth" said one child, " the candle will still burn you when it is blown out" said another.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have a wonderful imagination with few props, they are spontaneous in their role play, music and singing. As a group they suddenly develop a long piece of rope into several different fantasy worlds and communicate well together to develop their play. Staff ensure children have easy access to a wide range of resources so they can be creative indoors and out at all times, their play is very much child led.

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:

- a point for consideration is that currently there is no key worker system which would further enhance the partnership with parents and children's individual needs.

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.