



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 131577

DfES Number: 524286

### INSPECTION DETAILS

Inspection Date 14/09/2004  
Inspector Name Marilyn Joy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Woolston Community Pre-School 1  
Setting Address The Woolston Centre, Church Road  
Southampton  
Hampshire  
SO19 9FU

### REGISTERED PROVIDER DETAILS

Name The Committee of Woolston Community Pre-School 1

### ORGANISATION DETAILS

Name Woolston Community Pre-School 1  
Address The Woolston Centre  
Church Road  
Southampton  
Hampshire  
SO19 9FU

## 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

Woolston Community Pre-school is managed by a voluntary committee of parents. It opened in 1975. It operates from premises in the grounds of the community centre and serves the local and surrounding area.

There are currently 34 children from two years to five years on roll. There are 26 funded three-year-olds and 2 funded four-year olds. The pre-school supports children with special educational needs and children with English as an additional language. Children attend for a variety of sessions.

The pre-school opens five days a week during school term times. Sessions are from 08:45 until 11:45 and 12:15 until 14:45.

There are seven members of staff who work with the children. There are two with early years qualifications and two who are currently working towards a recognised early years qualification. The pre-school receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Woolston Community Pre-school provides good quality care for children in a welcoming and well-planned environment. The premises are clean, bright and airy with attractive displays decorating the walls. A good range of toys and equipment is available to stimulate children's interest and development. Toys are clean and in good condition. The pre-school supports staff in accessing training however there is no system of appraisal to fully support them. Documentation is well-organised and stored securely.

Staff have a good awareness of health and safety and clear procedures are in place to ensure a safe environment is maintained. Appropriate hygiene practices are observed and children are encouraged to access facilities independently. Healthy snacks are provided. Staff have some knowledge of child protection issues but have not updated their knowledge and the policy does not cover all issues. The pre-school

has a positive attitude to caring for children with special needs.

A broad range of activities is organised to promote children's learning. Staff are interested and involved in their play. They have a clear understanding of behaviour management and use effective strategies such as praise and encouragement to guide their behaviour.

Parents are provided with a wide range of information about the pre-school, its policies and procedures, although some needs updating. Regular newsletters keep them up-to-date with current issues and weekly topics. Staff form friendly relationships with parents and exchange information with them regularly to ensure they have a sound knowledge of children's individual needs. They respect parent's wishes regarding their care.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff have a good understanding of behaviour management strategies and provide clear and consistent boundaries. Praise and encouragement is used to promote positive behaviour. Children have a growing awareness of what is expected of them and behave well.
- Staff have a good awareness of health and safety. They take positive steps to ensure children's safety at all times. Safety procedures are reviewed and improvements made such as with the evacuation procedure. Children are encouraged to use toys and equipment safely.
- Staff form friendly relationships with children. They are interested in what they do and say. They respond to children's interests and participate in their play. Children move confidently around activities and enjoy completing tasks such as building the puzzle tower, painting and the computer.
- Staff actively promote good health and hygiene. They are aware of children's individual health and dietary needs and have good strategies in place to ensure specific requirements are followed. Staff provide healthy and nutritious snacks. Children are encouraged to develop good health and hygiene practices during their daily routines.

#### **What needs to be improved?**

- knowledge and documentation relating to child protection issues
- information given to parents regarding Ofsted
- staff appraisal.

**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	Develop an appraisal system for all staff to support their professional development and understanding.
12	Provide parents with details of Ofsted so they are able to make contact should they wish to make a complaint.
13	Develop staff's knowledge and understanding of child protection issues and update the policy regarding allegations.

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

### How effective is the nursery education?

Woolston Community Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for creative development is very good.

The quality of teaching is generally good. Staff provide positive role models for children and help them to develop an understanding of the behavioural expectations of the setting. There is a good range of resources and the environment is stimulating and well planned. A variety of activities are available although not all areas of learning are completely covered. Staff make clear observations to record what children can do, however they do not have a systematic approach to ensure they are completed regularly and used to guide the planning. Staff are keen to develop their skills through ongoing training and most have a clear understanding of the planned learning intentions. Staff are involved in children's activities and generally support their language and understanding well.

Leadership and management is generally good. Management is organised well on a daily basis and staff work effectively together as a team. Staff development and training is actively encouraged and courses are booked throughout the year. Planned activities are evaluated daily although there is no clear system in place to ensure equal emphasis is given to all areas of learning.

Partnership with parents is generally good. Parents have access to information about the pre-school and its routines, although little information is provided about the early learning goals. Parents value the friendly relationships with staff. They exchange information informally about children's progress and well-being, however there are few opportunities for them to contribute to children's records or be involved in their learning.

### What is being done well?

- Staff use effective strategies to promote positive behaviour. They provide children with clear and consistent boundaries and help them understand what is expected of them. They set a good example and children respond well.
- Children have many opportunities to express themselves creatively. They have daily access to paint and craft materials. They respond to music and songs and play imaginatively in the role-play area.
- Children are developing good listening skills. They are encouraged to listen to each other at circle time and listen for sounds in the environment.
- Staff provide a well organised environment. Children move around freely and work in different sized groups. They develop social and communication skills with their key worker at snack time as well as, independence in caring for themselves.

**What needs to be improved?**

- the system for planning to ensure equal emphasis is given to each cluster in each area of learning
- planning and assessment of children's progress
- staff understanding of the early learning goals and planned learning intentions
- parental involvement in children's learning.

**What has improved since the last inspection?**

Generally good progress has been made since the last inspection. The pre-school was asked to offer more activities and experiences to encourage children to use their imagination. Improvements have been made to the role-play area, range of craft materials and opportunities for music. Children are involved in a variety of planned and free-choice activities to use their imagination such as the well-resources role-play and creative areas.

The pre-school was also asked to develop the system for assessing children's progress and use this information to guide the planning. A clear recording system is in place and staff make good observations to show what children can do but are not using this information effectively to guide the planning. This key issue is being carried forward.

The pre-school has made good progress with the third issue raised. Learning objectives for less-able and more-able children are now clearly defined for planned activities. Most activities are presented at the right level and can be adapted to suit different abilities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and keen to explore the activities set out. They are beginning to concentrate and persevere until tasks are completed. They develop independence in self-care routines such as putting on their coats and personal hygiene but have few opportunities to select resources for themselves from the accessible shelving. Children develop confidence when working in small and large groups. They learn to take turns and share. Most are aware of the rules of the setting and behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing confidence in communicating with others. Many contribute in small and large groups as well as initiating conversations with others. There is a range of books although few children choose books for pleasure. They engage in a variety of activities to develop their pre-writing skills such as painting and threading. Some opportunities are missed to encourage mark-making for a purpose in the role-play area. Children listen to each other and are attentive at circle time.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an awareness of shape, size and position during practical activities such as building with blocks and moving in different directions. They investigate volume when exploring sand and water. There are few planned or routine activities to introduce simple problem solving or calculation. Staff introduce mathematical language and effectively help children to count accurately and recognise numerals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A variety of topics introduce children to the natural world and their environment. They plant seeds and investigate mini-beasts with a magnifying glass. Children are interested in technology. They perform functions on the computer and operate simple equipment. Children are interested in each other but have few opportunities to gain an awareness of other cultures and beliefs. They talk about their likes and dislikes and significant things that have happened to them.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move freely with confidence and pleasure when playing indoors and outdoors. They develop spatial awareness when playing chasing games and persevere to develop new skills. They demonstrate increasing control and co-ordination when using a range of small equipment and tools for rolling, pouring and catching. There are few regular opportunities to use larger equipment such as the climbing frame or bikes. Children are becoming aware of healthy practices regarding eating and hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy exploring a range of different media and materials to create their own designs. They experiment with different paint effects and modelling materials. Some name several colours. Children enthusiastically play instruments and join in with familiar songs. They attempt to play softly and loudly. Children develop their own storylines during imaginative play in the home corner or with small world sets. Some play independently whilst others are ready to play co-operatively with others.

**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 and monitor the system for planning to ensure equal emphasis is given to each area of learning, particularly mathematical development, knowledge and understanding of the world and physical development
- ensure assessment of children's progress is used to guide the planning
- ensure all staff are secure in their understanding of the early learning goals and the planned learning intentions for each activity.

*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.*