



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303494

DfES Number: 515786

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Janice Shaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Weston Point Pre-School
Setting Address Castner Avenue
Weston Point
Runcorn
Cheshire
WA7 4EQ

REGISTERED PROVIDER DETAILS

Name . Weston Point Pre-School Committee

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

Weston Point Pre-School opened in 1974. It operates from a classroom within Weston Point Primary School in Runcorn, Cheshire. The pre-school serves mainly the local area.

There are currently 25 children on roll. This includes 16 funded three year olds and 3 funded four year olds. Children attend for a variety of sessions. There are three children who have special needs and no children who have English as an additional language.

The pre-school opens five days a week from 9:00am until 11.30am and Tuesday and Thursday afternoons 12:30 to 15:00 term time only.

Three part time staff work with the children. Two have early years qualifications. The setting receives support from a teacher from the Early Years and Childcare Partnership.

How good is the Day Care?

Weston Point Pre-School provides good quality day care for children.

The group often operates an enhanced staffing ratio, the results of which are clearly reflected in the quality of interaction between staff and children. The operational plan works well in practice. The equipment and furniture are of a very high standard, with provision for indoor physical and imaginative play well developed. Resources are organised so that children can easily access them allowing them to have control over their learning and be active learners. All records are maintained in line with the requirements of Ofsted and regularly updated. Policies and procedures are comprehensive and well presented for staff and parents.

Children's safety is given high priority. Staff support children in their learning, they include and value all children and meet their needs successfully. High standards of hygiene are maintained by all staff who are all qualified in first aid. Children are

provided with healthy and nutritious snacks with individual needs catered for. The staff have a secure knowledge of child protection procedures and cater well for children with special needs.

Children experience a broad range of practical activities which enable children to make good progress in their learning. Displays are attractive and interesting and reflect a high level of child involvement. Children are confident, happy and settled within the group. Staff support children in their learning, they include and value all children and meet their needs successfully. Children behave well, good behaviour is valued and promoted by staff with consistent use of praise and encouragement.

Relationships with parents are very good. They are firmly rooted in a view of parents and carers as being of prime importance to children's successful development. The quality of information given to parents, especially regarding their children's development is excellent.

What has improved since the last inspection?

There were no actions raised at the last inspection.

What is being done well?

- The care and welfare of the children is a high priority for all staff. Children are happy in the setting. They feel safe and secure and know they are valued and respected.
- All staff involved with the children throughout the nursery have a clear understanding of the needs of this age group and plan a wide variety of opportunities for the children to develop their skills.
- The way that all children can access the equipment and the flexibility built into the planning system to allow for children's choices.
- The high quality interaction between staff and children is a strength of the setting. Staff have created a stimulating and caring environment in which learning can be developed. A good team spirit is evident throughout the setting.
- Comprehensive policies and procedures that are individual to the setting are understood by staff and have a positive impact on children.

An aspect of outstanding practice:

Children are always purposefully engaged in learning through both adult focused and child initiated activities. Children are observed throughout the session organising their own play independently and in small groups alongside teacher led activities. They take responsibility for involving others in their game and obtaining and using the equipment. Children concentrate for long periods of time with their own activities.

What needs to be improved?

- the development of the current good standard of care to enhance skills and knowledge in caring for children.

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	Continue to develop skills and knowledge in caring for children.

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

How effective is the nursery education?

Weston Point Pre-School offers high quality provision, which helps children to make very good progress towards the early learning goals. Children's progress in all the six areas of learning is very good.

One of the setting's main aims is to help children develop their natural skills and abilities in a happy, caring and stimulating environment alongside their peers. This aim is successfully demonstrated throughout the setting. Strong friendships exist between the adults and children, which enable children to grow in confidence and security knowing that they are valued and cared about. Children experience different levels of challenge within the activities and resources provided. They enthusiastically enjoy a broad range of high quality books.

The quality of teaching is very good. Staff have very good insight into how young children develop and progress in all areas of learning. They create stimulating activities and experiences to capitalise on children's curiosity. Planning is very good with some outstanding features. Clear learning outcomes are noted in the planning, alongside good supportive extension activities. The balance between adult directed and child-initiated activities is well judged. Staff take great care when displaying children's work showing that it is valued. Resources and activities reflect equality of opportunity very well.

The pre-school benefits from strong, effective leadership and management and is well organised. The direction provided by the manager about what constitutes excellence in Nursery education, is a very good basis. The valuable partnership between the manager and her staff greatly benefits the setting. Regular staff meetings, good staff training effectively contributes towards the professional development of the staff.

Effective links ensure all parents are well informed of their children's progress in the setting. The staff have regular and constant dialogue with the parents on a day to day basis.

What is being done well?

- The curriculum planning is clearly linked to the stepping-stones. Children frequently achieve very good standards in all areas of learning by the time they leave the pre-school.
- The staff's understanding of the early learning goals leads to well planned activities which engage and sustain children's interest and efforts. Challenges are set for all children including those with special needs, that increase their thinking and skills.
- Planning is geared to making children independent learners, able to

understand how to choose and gain good powers of concentration; a strong emphasis is placed on learning through first hand experiences.

- The fun way used to promote children's number skills through games, stories and regular counting activities.
- Children's positive attitudes towards and enthusiasm for the provision are excellent. They reach high standards in behaviour and personal development because of staff's high expectations of them.

What needs to be improved?

- Additional opportunities for children to experience scientific exploration.

What has improved since the last inspection?

There were two points for consideration raised at the last inspection. These were to provide an alphabet display that show both upper and lower case lettering and develop a system of recording that covers all areas of learning. The alphabet system is in place, and the recording and planning system now effectively covers the areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident happy and polite. Older children frequently show a maturity beyond their years in the way that they organise co-operative activities. Children show themselves as very able to choose and organise their own activities, and persist with these, as well as negotiate shared play. Children are developing a thorough awareness of different cultures and religions through stimulating planned activities. They patiently use a movement stick to measure the wait for their turn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children experience a language rich environment where they develop very good speaking and listening skills. Children know how books 'work' and enjoy reading. Some children are able to make up their own stories when looking at picture books. Others are able to re-tell a favourite story such as Jack and the Beanstalk. They recognise letters of the alphabet and volunteer to share their knowledge to their friends when looking at the alphabet frieze. Pads and pencils are freely used in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise and name some two dimensional shapes such as circles, triangles and squares, some children named cubes. They recognise patterns and are able to continue a sequence when using peg boards. Children are developing mathematical language well and successfully use the words shorter, taller, in front of and behind when playing with the dinosaurs. They have a good understanding of capacity through sand and water play and use the correct language such as empty, full and nearly full.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have secure knowledge of the basic workings of computers. They successfully manipulate a mouse to click on an item on the screen and have sufficient control to move it to progress the programme. A recent topic and large family tree display helps children to understand how their relatives link to themselves. When a spider was discovered children discussed and observed it before putting it very carefully outside. When blowing feathers they begin to understand the concepts of wind.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children experience a balanced programme of activities. Children move about the large hall and classroom confidently and with a good awareness of others. Excellent opportunities for dance and movement encourage the children to move imaginatively and with coordination. When balancing feathers on their heads they understood the importance of moving slowly and carefully. Most children have good manipulative skills, they shape cut and mould the dough with increasing skill.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children skilfully use a broad range of musical instruments and can beat the rhythm well when using the musical tapes and head-phones. Children's role-play is very advanced. They accurately imitate adults such as parents and fire fighters. Two very different role-play games were amicably operating alongside each in the home corner. Their skills in drawing are well developed and they can record their observations of objects carefully and with credible accuracy.

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 the following points for consideration should be included in the action plan:
- Provide children with even more opportunities to experience scientific exploration.

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.