



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221766

DfES Number: 522394

INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Veronica Sharpe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	West Wickham Pre-School
Setting Address	West Wickham Village Hall High Street, West Wickham Cambridge Cambridgeshire CB1 6RY

REGISTERED PROVIDER DETAILS

Name	The Committee of West Wickham Pre-School 1035276
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ORGANISATION DETAILS

Name	West Wickham Pre-School
Address	4 Manor Farm Cottage Linton Road, Horseheath Cambridge Cambridgeshire CB1 6QF

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

West Wickham Pre-school is a well established group that is located in a new village hall in West Wickham near Haverhill. The pre-school is a registered charity managed by a parent committee. The pre-school is open five mornings each week during term time from 09:30 to 12:00.

At present there are 40 children on roll including 12 funded three-year-olds and 10 funded four-year-olds. There are no children with special needs attending nor any with English as an additional language. The pre-school has sole use of the premises during sessions including an outdoor play area with climbing equipment.

There are three members of staff employed to work with the children, the leader has early years qualifications, the other two members of staff have almost completed a level two training course. A parents rota is in operation and the group has a regular volunteer. The pre-school is a member of the Pre School Learning Alliance and receives the support of an early years mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

West Wickham Pre-school provides good quality care for children. The stable and experienced staff team work well together to provide children with a stimulating and welcoming environment. They know the children well and enjoy warm and friendly relationships with them. The pre-school is well equipped with a wide range of quality resources and children experience an interesting range of both child initiated and adult led activities. However, some activities do not always meet the needs of younger and less able children.

Staff have a sound understanding of good health and hygiene practice and there are comprehensive systems in place to keep children safe. Appropriate healthy snacks and drinks are provided although children do not serve themselves. Staff use praise and encouragement to promote children's self esteem and as a result children's behaviour is good.

There is a very good partnership with parents and carers. Parents are kept well informed through various methods, including daily conversations with staff. They have opportunities to contribute to their children's records and participate in social and fund raising events. Documentation is satisfactory.

What has improved since the last inspection?

Since the last inspection the staff have been studying for qualifications which will ensure all the staff are qualified to a minimum of Level 2. This will help them to provide a safe and stimulating environment for children. The leader has a level 3 early years qualification.

Policies and procedures, including medication, behaviour, complaints and exclusion of sick children have all been updated and are available to parents. Fire drills, which will ensure children and adults know the procedure, are carried out periodically and are recorded in the register.

What is being done well?

- Children benefit from a range of good quality resources. These are put out each day to provide children with an attractive and stimulating environment.
- Children respond well to the positive praise and encouragement of the staff, they are happy and settled and their behaviour is good.
- There is a very good partnership with parents. The pre-school provides parents with a comprehensive and well written prospectus and ensures there is an open and friendly relationship. Parents contribute to the operation of the group by taking part in the parent rota and serving on the committee, which they do with enthusiasm and commitment.

What needs to be improved?

- organisation of the activities so that the needs of all the children are met, particularly those younger and less able.
- children's opportunities to serve themselves and others at break time and therefore develop their independence and skills.

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	Ensure the organisation of activities takes into account the differing needs children, particularly those younger and less able.
8	Enable children to develop their independence by encouraging them to serve themselves and others at break time.

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

How effective is the nursery education?

The provision for nursery education at West Wickham Pre-school is of good quality overall. Children are making generally good progress towards the early learning goals. The staff have a sound knowledge of the Foundation Stage Curriculum which ensures children make progress in all the areas of learning. Staff are good at effective questioning which helps children to observe and learn. They provide a wide range of practical activities and ensure children enjoy a stimulating and attractive environment. The organisation of the sessions does not always meet the needs of all the children, especially those younger or less able.

Key workers monitor children's progress and take daily notes, which are incorporated into the individual records of development. Assessments and observations are discussed amongst the staff to help them decide on children's next steps. Although there are no children with special educational needs attending there are procedures in place that will support them.

Leadership and management are generally good, the staff team work well together to provide a safe and generally purposeful environment for the children. Informal appraisals are conducted which enables staff to decide upon future professional development. The pre-school receives strong support from the management committee that is actively involved in the day-to-day organisation of the group.

The partnership with parents is very good. Parents have an open and friendly relationship with staff and are well informed about the setting and the educational activities. They are encouraged to participate in sessions and to share their skills and interests with the children. Parents have opportunities to contribute to their child's assessment records on a regular basis.

What is being done well?

- Children are confident and outgoing, they play together well, negotiating and interacting with each other. They are able to select their own activities with increasing independence and confidently involve adults if they require support or guidance. They have developed good relationships with the staff, who know them well.
- Mathematics is a strong area, children have frequent opportunities to see and hear numbers and are beginning to perform simple calculations. they count, subtract and enjoy the singing games that help them develop their skills. Staff make good use of questioning to help children observe, estimate and predict.
- Children's physical skills are developing well, they make good use of the adventure playground and have every day opportunities to move for pleasure with music and movement. They use tools such as scissors with increasing skill and are aware of how to use them safely.

What needs to be improved?

- organisation of the session to ensure that activities meet the needs of all the children.
- provision of additional resources to ensure children have every day opportunities to enhance their learning experiences and build upon their ideas.
- opportunities for children to use and see letters and their own names in everyday situations, for example using name cards at break time.

What has improved since the last inspection?

The pre-school have made generally good progress since the last inspection. Staff have improved children's access to additional resources so they can extend their ideas and express their creativity. However, the range of accessible resources is limited by the storage facilities and the fact that staff have to set up and put away the equipment each day.

Children now have numerous creative ways to extend their learning in mathematics and language and literacy and their development in these areas is progressing well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships with adults and each other, they share and take turns and converse with each other. They listen to instruction and some can sit quietly when asked. They select resources independently and enjoy playing together, both with and without adult assistance. They persevere with activities and show pride in their achievements such as when making spiders from modelling clay. At times some children find it difficult to sit still and listen.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children respond well to familiar stories and rhymes, they listen with enjoyment, join in and predict what comes next. They know that print has meaning and handle books carefully. They express themselves well and enjoy describing what they are going to do after pre-school. They are beginning to form words and letters and some children write their names independently. Opportunities are sometimes missed for children to see and read their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count confidently to 10 and beyond. They recognise numerals and have opportunities to see numbers in everyday situations such as in posters and pictures. They use and understand positioning language such as next to and behind and are beginning to estimate and calculate, for example counting children and estimating how many cups and plates for break. Resources such as sorting bears help them to sequence, sort and make patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning about themselves and others, they look at living things such as butterflies to find out how things change and grow. They explore their environment through local walks and visits to farms and parks and invite visitors in to help them learn about the wider world. They have frequent access to ICT and programmable toys which helps them to learn how things work. They celebrate familiar festivals such as birthdays and learn about other people's festivals, such as Eid.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have frequent opportunities to climb, jump and develop balance by using the adventure playground. They have everyday opportunities for music and movement, which gives them an awareness of their personal space. They make models in two and three dimensions and have everyday use of malleable materials such as clay and play dough. Some children cut expertly with scissors when making collage and junk models.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have every day opportunities to explore colour and texture through media such as the cotton wool snowman, paint and junk. They happily sing together and know a range of songs and rhymes. They explore sound with musical instruments and the tape recorder and listen to music for it's own sake. They engage in co-operative role play, where they pretend to be doctors, vets and postmen. Limited access to additional resources sometimes restricts their opportunities to extend their ideas.	
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

- improve and develop the organisation of the sessions to ensure children have an appropriate balance of child and adult led activities that meet all of their needs, particularly those of younger or less able children.

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.