



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY272315

DfES Number: 246264

INSPECTION DETAILS

Inspection Date 22/01/2004
Inspector Name Paula Durrant

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Woolmer Green Pre-School
Setting Address St Michael's Woolmer Green School
London Road
Woolmer Green
Hertfordshire
SG3 6JP

REGISTERED PROVIDER DETAILS

Name The Committee of The Woolmer Green Pre School
Management Committee 1029291

ORGANISATION DETAILS

Name The Woolmer Green Pre School Management Committee
Address St Michael's Woolmer Green
London Road
Woolmer Green
Hertfordshire
SG3 6JP

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

Woolmer Green Pre-School has operated within the village for over thirty years. The group had a significant reorganisation in July 2003 of the committee management structure in leading to a new registration being undertaken. The pre-school operates from a designated classroom within the school. The group serves a rural community and wider geographical areas such as the surrounding towns.

There are currently 23 children on roll. This includes 7 funded 3 year-olds and 4 funded four year olds. There are no children in attendance with English as a second language and no children identified with special educational needs.

Children attend for a variety of sessions. The group are open 5 days a week during school term times. Sessions are from 09.00 to 11.45. The group have recently implemented a lunch club which operates from 11.45 until 12.45 Monday to Friday.

Three part time staff work with the children. One has an early years qualification and one member of staff is currently on a training programme.

The setting receives support from the school reception teacher and other external agencies including a healthcare link worker.

How good is the Day Care?

Woolmer Green Pre-school provides good quality care overall for young children.

The nursery are extremely well organised and have an effective management structure. The group have a good understanding of recruitment procedures and staff are suitably vetted.

The nursery have clear operational procedures. Staff are deployed effectively to support children's welfare and learning. Ratios are good, higher than the required guidance.

There is a flexible daily routine which supports impromptu learning. Activities are

linked to the six areas of learning. Staff have a sound knowledge of the Foundation Stage. There are thorough assessment records to observe and document children's progress. Staff interaction is excellent. Staff know the children well and enjoy their company, this is reciprocated. Behaviour is good.

The premises is warm and welcoming and of a good standard of cleanliness, repair and decoration. Children's art work is displayed with care and consideration. Both the indoor and outdoor areas are used effectively to support the curriculum. Floor space is suitably adapted to provide physical activities when the weather is inclement.

The nursery are extremely well resourced and equipment is stimulating and provides sufficient challenge for young children. Accessible storage ensures children's independence is promoted.

The nursery have a thorough Health & Safety policy. There are effective systems in place to monitor hazards and clear fire evacuation procedures. Children are encouraged to learn about personal hygiene within a familiar routine. Staff provide a positive role model.

Snacks are provided by parents with the group working in partnership with the school to promote healthy eating.

The nursery welcomes all children and there are effective systems in place to support children with defined needs.

Partnership with parents is good. Parents remain well informed and there are structures in place to circulate information regularly.

What has improved since the last inspection?

N/A

What is being done well?

- There are suitable procedures for induction and monitoring staff's personnel development.
- Effective team work and a complete dedication enables the provision of carefully planned resources and activities to promote a stimulating learning environment for young children.
- Staff have a strong understanding of the Foundation Stage and are competent in supporting impromptu learning. A good key worker system ensures staff monitor children's progress effectively and communicate progress to parents appropriately.
- Defined curriculum areas that are well organised and prepared support children to access resources independently.
- An excellent range of resources and their usage ensures worthwhile learning

opportunities are provided.

- A thorough understanding of health & safety requirements and a commitment to monitoring potential hazards and developing children's individual health care needs. Children are cared for in a safe and hygienic environment.
- The group are confident in extending children's knowledge of the wider world through the celebration of festivals and artefacts that reflect other cultures.
- Children have a knowledge of the daily routine and the expectations of adults. They play together co-operatively, sharing and taking turns. Behaviour is good.
- Staff have a good understanding of keeping children safe. There are effective systems to monitor and share concerns.
- The group have an open relationship with parents and carers and welcome assistance in the daily session in addition to contributions to evaluate and improve the setting.
- Documentation is of an exceptionally high standard. Clear, concise and well organised.

An aspect of outstanding practice:

The staff's dedication and commitment to providing a balanced range of learning opportunities within the curriculum that are child centred and having the confidence to act on impromptu opportunities directed by the children.(standard 3)

What needs to be improved?

- consider furthering your current practice through an evaluative programme such as accreditation

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
14	consider furthering your current practice through an evaluative programme such as accreditation

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 Woolmer Green Pre-School is of good quality overall. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, mathematics, knowledge and understanding of the world, physical development, creative development and generally good progress in communication, language and literacy.

The quality of teaching is generally good. Staff have a thorough knowledge of how children learn. They achieve worthwhile standards of interaction asking questions to encourage children to think, express their own ideas and explore feelings.

Staff appropriately plan a wide range of interesting and stimulating play based activities enabling satisfactory challenges for all children. Limited planned opportunities however, for linking sounds and letters restricts children's ability to develop phonic knowledge.

Children are well behaved and respond positively to the expectations of adults. There are sufficient resources that are imaginatively presented. Children are keen learn and play is productive.

A thorough assessment system is in place and is used well to monitor children's progress through the stepping stones. Assessments are informed from regular on going observations and are used to set future targets.

Leadership and management is generally good. The setting is making steady progress with a new team structure and manager. The staff have built up an effective team and are supportive of each other. Methods are in place to help monitor and evaluate the effectiveness of the setting this includes a commitment to improvement through the attendance of training and involvement from external agencies.

The partnership with parents is very good. Parents are welcomed into the group and are involved with the activities and routines. They are kept regularly informed about the group's topics, current events, literature explaining the curriculum and their child's progress.

What is being done well?

- Children are confident and competent individuals who absorb the stimulating environment and respond well to the direction of staff to develop their learning.
- Children count reliably and are developing concepts to problem solve and calculate. They demonstrate a strong understanding of mathematical language and use this freely in conversations.

- Children have access to a wide range of technological equipment and are competent in its usage
- Children have good control and co-ordination and are able to manoeuvre around obstacles safely and use small tools effectively.
- Children have access to a wide range of media and materials that are well planned and freely accessible, therefore supporting imaginative creativity

What needs to be improved?

- provide opportunities for linking sounds and letters to develop children's understanding and knowledge of phonics

What has improved since the last inspection?

Woolmer Green Pre-school have made generally good progress since their last inspection. The group have incorporated additional technological equipment and resources in order for children to independently listen to story tapes and follow the story with the relevant book; they have developed their resources and artefacts which reflect other cultures and they continue to recognise festivals through planned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are extremely well motivated and keen to learn. They independently select resources and are confident in its usage. They listen attentively during circle and story time and enthusiastically contribute where appropriate. Children have worthwhile relationships with adults and peers. They show consideration towards others. Play is co-operative and children understand the rules of games. Behaviour is good. Children demonstrate competence in personal independence and self care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are confident speakers and engage easily in conversation with adults and peers. They make marks and practice writing for a variety of purposes. There are plentiful opportunities to handle books and to develop language for thinking. Limited provision of linking sounds and letters inhibits children's development of phonics. Children recognise their own name as they select their name card on arrival. Children have good listening skills and are keen to talk about their own experiences.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children recognise and count number consistently. They talk about the date of the month and count up to and beyond ten, they recognise the number '23' for the board. Children are skilful in problem solving in practical situations. Staff support impromptu activities to secure and extend learning. Children are spontaneous in their mental arithmetic, calculating more and less. Children are confident in the use of mathematical language and name shapes, colour, size and quantity accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children have excellent opportunities to explore their local environment through planned activities and spontaneous responses to events for example when it snows. Children are very proficient at building models and construct from a range of materials. IT is extremely strong, children use the computer well. Children learn about past and previous events through discussion and topic work. They develop an understanding of the wider world through the celebration of festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move confidently, imaginatively and safely. They demonstrate agility and control when moving to music and when riding the bicycles outside. Children demonstrate a good awareness of space, using their arms to measure the surrounding environment prior to dancing. They recognise their own health care needs and learn about the importance of healthy eating. They access a wide range of tools and materials and demonstrate a mature pincer grasp in holding writing tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make outstanding progress. Opportunities for children to enjoy creative movement activities are given good priority and children are familiar with a wide variety of musical songs and rhymes. Children use their imagination and express their ideas through art, stories and a well planned range of activities in two and three dimensions. Creative work effectively reinforces learning in other areas and children are given balanced opportunities for free expression and individuality.

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

- provide opportunities for linking sounds and letters to develop children's understanding and knowledge of phonics

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.