



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY285762

DfES Number: 501260

INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wicklewood Extended School
Setting Address	Wicklewood CP School Hackford Road, Wicklewood Wymondham Norfolk NR18 9QJ

REGISTERED PROVIDER DETAILS

Name	Wicklewood Extended Primary School
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ORGANISATION DETAILS

Name	Wicklewood Extended Primary School
Address	Wicklewood CP School Hackford Road, Wicklewood Wymondham Norfolk NR18 9QJ

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

Wicklewood Extended Primary School opened in 1976 and moved to its current location in 2001. It is managed by Wicklewood Primary School. It operates from a mobile classroom and other rooms within the village school. The setting serves the local rural area.

The school is registered to provide full day care for a maximum of sixteen children aged two to eight although children up to the age of eleven attend the out of school provision and the holiday club.

The Pre School opens five days a week during school terms and takes children up to the age of five years. There are 38 children on roll and this includes 19 funded children. Sessions are from 0900 until 1500. Children attend a variety of sessions and may stay for half a day.

The out of school club and the holiday club has 112 children on roll from 4 to 11 years. Out of school care is available from 0745 until 0845 and 1515 until 1800. The holiday club opens five days a week during school holidays from 0900 until 1700. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group employs eleven staff. Eight members of the staff, including the manager hold appropriate early years qualifications. Two staff are currently working towards a recognised early years qualification. All the staff are part time. Four staff work each pre school session and a minimum of two staff work at the out of school club. The setting receives support from a teacher at the local school as well as through the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Wicklewood Extended Primary School provides satisfactory care for the children who attend.

The staff provide a warm, and welcoming, environment to help the children feel secure and settled. A key worker system is effectively used to support children and their parents. There are appropriate resources and equipment available for the children although these are not always effectively used. A good adult to child ratio is maintained. Staff plan a range of activities to provide the children with an interesting environment in which they can play and learn. They have a clear understanding of their roles and responsibilities during the session. Children have an awareness of good hygiene practice although this is not always fully enforced by the staff.

Staff encourage children to take part in all the activities available and treat the children equally. Risk assessments are in place, although these are limited. Staff effectively supervise children, both indoors and outside, and good procedures are in place to monitor the arrival and departure of children. Staff act as good role models and set clear rules and boundaries for the children. The children are generally well-behaved and respect adult intervention and direction.

Parents are warmly welcomed into the group. The parents of pre-school children receive a detailed prospectus and regular newsletters update them on current events. Less detailed information is available for the parents whose children attend the out-of-school club. Documentation, which includes a range of policies and procedures is in place as required, to support the management of the group, although some areas need reviewing and extending to meet standards.

What has improved since the last inspection?

This is the group's first inspection since their registration in their new premises.

What is being done well?

- The staff give good support to new and young children at the group. The key-worker system allows them to be fully aware of individual children's needs.
- There are good relationships with parents who are warmly welcomed into the group. Staff keep the parents fully informed about on-going events and give them the opportunity to use a two-way communication book.
- The staff provide children with healthy, and nutritious, snacks to encourage them to develop healthy eating habits. At lunchtime they encourage the children to eat the savoury foods before starting on their sweet items.
- The out-of-school club provides children with a relaxing, informal environment where children can complete their homework or have fun. Staff give children the opportunity to use their own initiative to self-select activities and resources.

What needs to be improved?

- the information given to parents of the children who attend the out-of-school club and the holiday scheme

- the extent of the risk assessments
- the organisation of the book corner to encourage children to use this area
- the documentation to ensure standards are met
- the promotion of good hygiene practice.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since the 1 April 2004 Ofsted has not received any complaints about this provision.

Outcome of the inspection

Satisfactory

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
4	review the organisation of the book corner to ensure that it is inviting to children to encourage them to independently read books
6	extend the current risk assessments identifying action(s) to be taken to minimize identified risks
7	ensure good hygiene practice is in place regarding hand-washing
12	review current information available for parents whose children attend the out-of-school club or the holiday club to ensure they have full details of the provision offered
14	review the current policies and procedures to ensure the standards are met for the full age range attending and ensure the registers clearly show the hours of attendance of both staff and children

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 Wicklewood Extended Primary School is of good quality overall. Children are making generally good progress towards the early learning goals except in the areas of communication, language and literacy and creative development which have significant weaknesses.

The quality of teaching is generally good. The staff are calm, friendly and relaxed. They have good relationships with the children and interact positively with them during their play. They actively promote discussions with the children and encourage them to use their independence skills. They encourage good behaviour and explain right from wrong. Staff work well together and support each other during the session. Some staff have limited knowledge of the foundation stage and this leads to a lack of challenge for the older children. Plans are in place which link to the six areas of learning. However, there are insufficient structured, focussed activities and resources are not effectively used to extend the children's learning across the six areas. Assessments are regularly completed and are linked appropriately to the stepping stones although they are not used by the staff to inform planning.

The leadership and management is generally good. Staff attend regular meetings to discuss issues. However, systems are not effective in monitoring and evaluating the quality of the provision. Staff use internal and external sources of support, for advice and guidance, and show a commitment to developing and improving the quality of the provision.

The partnership with parents and carers is generally good. New parents receive a prospectus and on-going information is given via the notice board and newsletters. Parents are regularly invited into the group, when they can view their child's assessment file, and discuss progress with their child's key worker.

What is being done well?

- Children's personal, social and emotional development is well fostered. Children are confident and work well together in small groups. Staff encourage the children to have respect for each other and to treat each other with kindness.
- Children have very good imaginative skills which they use in the various role-play settings and with the small-world equipment such as the farm, garage and play-house. They enjoy making up and acting out their own stories.
- Strong emphasis is placed on developing children's mathematical skills and the understanding of mathematical language through structured activities and free-play.

What needs to be improved?

- the range of planned activities, particularly for creative development and children's literacy skills to increase children's learning in these areas
- the use of assessments to help staff set focused future targets and influence planning
- the systems for monitoring and evaluating the educational provision offered to the children.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection and this has had a positive effect on children's learning. A computer is now available for the children at every session. Role play technology is also well used. For example, toasters, microwave, irons and telephones are appropriately used by the children. Staff have completed training for special needs and the new assessment system is in place although not yet effectively used to help plan the next steps for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are confident, happy, relaxed and enjoy attending the group. They are interested in the activities and independently select their own resources. Children have good relationships with each other and the adults. Staff encourage the children to be kind, share and discuss why they take turns using the equipment. Children are effectively learning right from wrong. They show good concentration as they use the computer and complete jigsaw puzzles.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children enjoy talking to each other, and like to share their views and opinions, when taking part in activities and during large group sessions. The more able children are able to read and write their names although staff do not effectively encourage children to use these skills. Children have an understanding of the phonic alphabet and are aware that print has meaning, although opportunities are missed to encourage them to write for a purpose in their free-play activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident at using numbers in their play. They are able to count to ten, and above, and can recognise a range of numerals. They can effectively sort and match objects, into different sets, and can recreate a pattern. They are developing an understanding of addition and subtraction and successfully compare the number of items in their possession. They discuss the difference between heavy and light objects and are effectively introduced to positional language in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing an understanding of technology. They are competent at using the computer: older children effectively use the mouse to control the programmes. Children explore and investigate changes as they watch ice melt and watch food ingredients change texture as they are mixed. They discuss events in their lives and have visits from dentists and postmen. Children build with construction kits although their investigation and exploratory skills are not sufficiently challenged.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have an awareness of space and move around the room with care and control. They enjoy using their whole bodies to pretend to tramp through forests, spin in snow and bounce like rabbits. They successfully operate the water cooler, when they need a drink, and put on their coats and shoes to go outside. Children confidently use scissors to cut shapes, and use plastic knives to cut play-cakes, although there are limited opportunities to use other tools to extend small muscle skills.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children show good imaginative skills as they use role-play to prepare a party, set out a picnic and use chairs to take a ride to the sea-side. They enjoy using the animals, and the garage, to make up their own stories. They use their senses as they make biscuits and chocolate crispies. They use their voices to sing familiar songs and take part in music and movement. Children enjoy art work but have limited opportunities to experiment with colour and texture in both two and three dimensions.

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

- Review current plans to ensure children learn from a wide range of activities and resources. Provide more opportunities for children to extend their literacy skills and explore creative materials.
- Ensure assessments are used to help plan for individual targets and inform short term plans.
- Ensure staff have regular appraisals to assist in the monitoring and evaluation of the educational provision.

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.