



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY248375

DfES Number: 538680

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Clare Moore

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wildground Pre-School
Setting Address Wildground County Infant School
Crete Road, Dibden Purlieu
Southampton
Hampshire
SO45 4JX

REGISTERED PROVIDER DETAILS

Name Wildground Pre-School 1100353

ORGANISATION DETAILS

Name Wildground Pre-School
Address C/- Wildground Infants
Crete Road
Dibden, Purlieu
Hants
SO45 4JX

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

Wildground Preschool opened in 2002. It is managed by a voluntary parent committee. It operates from a classroom with adjoining kitchen, toilets and storage facilities in part of Wildground Infant School in the village of Dibden Purlieu. It serves the local area. There are currently 63 children from two to under five years on roll. This includes 41 funded 3-year-olds and 13 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports two children with special needs and welcomes children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are on Monday to Friday from 09:00 until 11:30 and 12:45 until 15:15 except on Friday afternoons.

There are eight staff who work with the children. Three of these work full time and five work part time. Three of the staff have early years qualifications to NVQ level 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare

Partnership (EYDCP).

How good is the Day Care?

Wildground Pre-School provides good care for children from two to five years.

Staff are friendly and approachable and the environment is spacious and light. Records are well organised, up to date and confidentiality is respected. There is a very good range of equipment and resources. Staff know what is expected of them through job descriptions and training, and they work well together as a team.

Safety is carefully monitored both inside and outside. There are clear procedures that promote the good health of children and prevent the spread of infection. Support systems have been developed so that children with special needs can be helped.

Children are provided with healthy snacks and drinks.

An interesting variety of well resourced activities is offered with all the children taking a full part and enjoying their play. Staff have very good relationships with the children. They know individual children well and their observations help them to move children on in their development and learning. Children are co-operative, and good behaviour is encouraged with a calm approach and praise.

There is a very good partnership with parents. Information is frequently exchanged through informal discussion. Parents opinions are sought and parents views are respected.

What has improved since the last inspection?

Not applicable

What is being done well?

- All staff are consistent in their expectations of children's behaviour. Staff are positive role models, they interact well with children and ensure that children are interested. Children are aware of the expectations of the pre-school and are co-operative. For example, they know when to tidy up, wash their hands, and when not to run. This helps children to take responsibility.
- Relationships with parents are very good. Information is available to parents through the prospectus, newsletters, notices, posters and informal discussion with staff. Parents are invited into the nursery to help settle children at placement, to get to know staff and to familiarise themselves with the routine. They are also invited to help with sessions as volunteers working with the children.
- Staff provide a varied programme of activities and topics for all ages. Plans are clear and show that all the areas of learning in the early learning goals receive appropriate attention. Staff spend their time working and playing directly with the children, they know them well, and they give them individual attention. The children are settled and play happily.
- There is a varied selection of toys and equipment stored so that the children can reach many of the resources independently for themselves. The selection of toys and resources is rotated to ensure the whole range is used to support all ages and interests. Toys are carefully maintained.
- The staff pay careful attention to health and hygiene. There are clear procedures to prevent the spread of infection , and for the administration of medication. Staff talk to children about the importance of hygiene and good food in keeping themselves healthy.

An aspect of outstanding practice:

Staff meet every week on a Friday afternoon when the pre-school is closed. This allows them to review practice, share news and information, and to pool their ideas which in turn makes very good provision for the children from staff who are well

informed about current practice.

What needs to be improved?

- policies and procedures to ensure that they contain all the required elements;
- the written permission from parents for seeking emergency medical advice or treatment.

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
7	Request written permission from parents for seeking emergency medical advice or treatment.
14	Review policies and procedures to ensure that they contain all the required elements

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

How effective is the nursery education?

Wildground Pre-school provides nursery education of high quality which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. All staff are involved in planning a curriculum of activities that stimulates learning. They keep track of children's achievements and show areas to be targeted for development. Staff liaise with other professionals to include children with special educational needs. They help all children to enjoy books and stories, include counting throughout activities and use the outdoor area well to promote children's physical skills. They encourage children to find out about the natural world and to explore their local environment. They use praise and encouragement to build children's confidence and are very good at helping children to develop independence.

The leadership and management is very good.

The supervisor provides strong leadership to the staff team who work well together. Staff are encouraged to put forward their ideas in the planning and running of the setting. Staff training needs are monitored and staff are supported in updating their skills and knowledge. The management committee takes responsibility for staff recruitment, employment and policies.

The partnership with parents is very good.

Parents are made welcome in the group. They serve on the management committee and as parent helpers. They receive good information about the pre-school and about their children's progress. They are consulted about their children and are invited to contribute to records. They are confident to discuss any concerns with staff.

What is being done well?

- Children enjoy frequent opportunities for fresh air, exercise and physical challenge using a range of large fixed apparatus and other resources. They show enthusiasm and a real sense of achievement when successful.
- Children make very good progress in personal, social and emotional development. They leave their parents with confidence and interact well with other children and adults. They learn to be independent in their personal care.
- Staff regularly record children's achievements, and each child has a folder which is their record of progress. This is used to ensure that children are set appropriate challenges that increase their thinking and skills.
- Children use and practise numbers and counting in groups and in practical

activities, for instance at registration, and when reciting rhymes. They count using fingers, and learn about comparing height when measuring each other and recording the results on a chart.

What needs to be improved?

- the attention given to increasing children's awareness of the different purposes of writing
- the opportunities for children to use their imagination in movement and dance in response to music

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children sit quietly to listen and are able to concentrate for sustained periods. They are confident in moving between activities and relate well to other children. They learn to take turns and to share and are sensitive to the needs of others. They are becoming very independent in their personal care, putting on and removing their aprons after messy play, visiting the toilet independently and washing their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and pay attention to others in group discussions. They enjoy listening to stories in a well-equipped and comfortable reading area. They take part with enthusiasm in rhymes and songs and learn to hear and say the initial sounds in words. Most can recognise their printed names and some are attempting to write them. They do not often use writing in role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make counting an integral part of daily activities. Most children can count to five and some to ten and beyond, and they enjoy counting backwards when it is time to come in from outside. They learn to recognise numerals using games and puzzles and use various resources to learn about shape and colour. They practise mathematical language in measuring activities and with construction toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to investigate, observe and talk about what they see. When learning about other countries, for example, they tasted Chinese food with chopsticks, and made a Chinese dragon. They learn about the passage of time through birthdays and displays depicting a child at different ages. They design and build with construction toys and with recycled materials. They use a till, a tape player and a computer as an introduction to technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop good spatial awareness with ride-on toys and climbing and balancing apparatus, using the outside play area. They use bean bags to and hoops to throw, catch and control, and develop manipulative skills with a range of tools and materials such as pencils, scissors and play dough. Children understand the importance of good hygiene practice and sun protection in keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture with imaginative art and craftwork. They join in songs and rhymes and use percussion instruments to explore sound and rhythm. They develop their imagination and act out experiences in planned role-play situations and spontaneously, improvising with available resources. They use their senses when exploring glue, sand and tasting foods. They do not often have opportunities to interpret music through movement and dance.

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 consideration should be given to the following:
- increase the opportunities for children to use to use writing for different purposes
- develop the use of resources to encourage children to use their imagination to interpret music with movement and dance.

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.