



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205567

DfES Number: 513737

INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Sandra Jean Russell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Welholme Pre School
Setting Address	Welholme Infant School Heneage Road Grimsby North East Lincolnshire DN32 9JD

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Welholme Pre School
Address	Heneage Road Grimsby North East Lincolnshire DN32 9JD

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

Welholme Pre-school has been established for 13 years and recently moved into new purpose built accommodation within the grounds of Welholme Infants School. It serves the East Marsh area of Grimsby, but priority is given to children from the local community.

Care is provided at ground level, in a main play room, with toilet, nappy change, disabled toilet and kitchen facilities available. The pre-school has a secure, enclosed, outdoor play area.

The group is registered to care for 26 children per session and has 52 children on roll. All of whom are currently receiving nursery education funding. Care is offered to children aged from three to five years. Sessions are from 09.00 to 12.15 Mondays and Tuesdays, 12.00 to 15.15 Wednesdays and Thursdays and 9.00 to 11.30 on Fridays, during term time. Parents are asked to provide their children with a packed lunch, if they attend the lunch club which is available Monday to Thursday.

There are four playgroup staff, all of whom have relevant childcare qualifications. Students and volunteers help to maintain high adult:child ratios. The setting has had funding from the North East Lincolnshire Local Authority and supports children with special needs with the help of the Action Plus Team.

How good is the Day Care?

Welholme Pre-school provides good quality care for children. The premises are clean and generally safe. A welcoming atmosphere is provided and clear routines enable children to feel secure. Most issues with regard to hygiene are addressed.

An extensive range of toys and equipment enable children of all abilities to progress through all areas of development. The activities provided help children progress and play imaginatively. Staff are sympathetic to the needs of individual children and provide them with the care and attention they require.

Behaviour is managed very well. Staff present as good role models, encouraging the children in their social skills, manners and understanding of sharing and turn taking.

Partnership with parents is very good. Parents are provided with good quality information about the setting and ongoing communications, ensure that they are updated about their children's progress. A warm, welcoming environment ensures that parents and children alike feel comfortable and settled in the pre-school.

What has improved since the last inspection?

At the last inspection the group agreed to supply a nappy change area; a well equipped facility has been fitted in the disabled toilet area. The group also agreed to provide a storage area; there is now a suitable, if limited, area inside the building, although the group still lacks suitable outdoor storage.

What is being done well?

- A bright, inviting environment is provided, by the inclusion of displays and posters. It is clean well cared for, ensuring that families feel welcome and enabling children to settle.
- High adult : child ratios ensure that the children receive appropriate support and attention. Parents and volunteers are welcomed to provide extra support.
- The children are supplied with a wide range of structured and freeplay activities, to enhance their learning experiences. These include sand and water play, art and craft activities, construction, a role play area that is changed to reflect the current topic and opportunities to explore and investigate self knowledge ('our feet') and foods we eat ('bread from around the world'). The extensive selection of interesting toys and games challenge children whilst promoting all areas of learning. Specialised resources are obtained where necessary through the local authority and help is provided by the local school.
- The children are able to access their play resources easily, from areas that are set out and shelving that is at an appropriate height. Pictures on drawers help children to identify their contents.
- Staff provide a consistent approach to behaviour management. Their positive strategies ensure that the children understand the boundaries. Children learn to share and take turns. Staff present as good role models when teaching children good manners.
- Parents are provided with good quality information on commencement in the setting, in the form of a welcome booklet. Ongoing information is provided through news letters and an information board, as well as verbally. Staff ensure that parents are regularly up dated on their child's progress. Support is offered to parents in the form of home visits where these are requested.

An aspect of outstanding practice:

Welholme Pre-school provides extensive support to children with special needs and for whom English is an additional language. Through their links with relevant outside

agencies, including a bi-lingual interpreter, they are able to access appropriate equipment and have implemented a project(Nursery Narrative Pack) that supports their work with children who require individual programmes to facilitate their language. They work in partnership with parents to provide valuable play opportunities for children of all abilities.

What needs to be improved?

- safety procedures, by ensuring that the emergency evacuation procedure is prominently displayed and that the amount of water on the floor of the wet play area is monitored closely
- hygiene procedures, with regard to the use of dummies in the role play area.

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
6	Display emergency evacuation procedure prominently.
6	Ensure water spilt on the floor is removed promptly.
7	Review hygiene procedures with regard to the use of dummies in the role play area.

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

How effective is the nursery education?

Welholme Pre-school provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make generally good progress in physical development and very good progress in all other areas of learning.

The quality of teaching is very good. Staff have a good knowledge of the foundation stage curriculum, and plan a clear and well-organised programme of activities that offers challenge to more able children, and ensures coverage of the stepping stones over time, although there are not sufficient planned opportunities for children to be physically challenged using large equipment. Staff have developed trusting relationships with children and manage their behaviour very well using appropriate strategies. There is a good balance of active learning and directed activities in the bright, well-organised and inviting environment. Staff systematically assess the progress children are making and clearly identify the next step in their learning.

The leadership and management of the pre-school is very good. The person in charge identifies and uses the individual strengths of staff. Very good team work ensures children are effectively supported in their learning. The key issues raised at the last inspection have been successfully addressed and management effectively evaluate the educational provision and areas for development. The pre-school give very good support to children who have special educational needs.

The partnership with parents is very good. Staff work hard to build trusting relationships with parents. They welcome them into the pre-school at the start of every session, and encourage them to be involved with the current theme. Parents are given excellent written information about the foundation stage curriculum within the prospectus and are kept very well informed about their child's progress through daily discussions, open days and written reports.

What is being done well?

- Staff give a high priority to nurturing children's personal, social and emotional development. They consider systems to help children learn to take turns, for example, a sand timer when using the computer. The environment is organised to encourage children's independence, for example, when going to the toilet, putting on aprons or selecting resources.
- Children benefit from a strong programme to develop language skills. Staff encourage talk in all activities, for example, at snack time, when tasting bread from around the world, in role play and at group time. With support they use a specific programme to develop children's skills in speaking, listening and understanding.

- Staff understand the importance of building trusting relationships with parents and keeping them informed about the progress their children are making and the activities provided. They welcome parents into the group at the start of every session. This gives staff opportunities to talk informally to parents and for them to see what activities are planned for the day.
- Children with special educational needs are very well supported. Children's individual needs are assessed and recorded. They are supported in working towards specific targets which are regularly reviewed. The pre-school curriculum is adapted to meet the specific needs of children, for example to develop their language skills and extend concentration.

What needs to be improved?

- the regular opportunities for children to be physically challenged using large equipment.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The programme for creative development has been improved by providing children with paint mixing opportunities and the experience of using bright ready mix paints.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come eagerly and confidently into the pre-school and are encouraged to independently select from an interesting range of activities. Good relationships between children are apparent, they work well as part of a small group. Staff have developed systems that allow them to learn how to share and take turns, for example on the computer. Children are learning about boundaries and some use negotiating skills to encourage others to resolve conflicts, for example, in the home corner.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children initiate conversations and all respond well to simple instructions. Staff actively encourage children to talk in all activities and at circle time, and they take incidental opportunities to encourage children to name letter sounds, for example, as they trace them in shallow sand. Children are encouraged to be interested in books and handle them well. They are learning that marks have meanings as they write shopping lists in the home corner.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting by rote in a group to twenty-five at register time, and are encouraged to solve simple problems when completing the calendar. Staff encourage the use of number language in play and challenge children to think about the language of size when dressing dolls or in water play. Many children are accurately recognising the number of a small group of objects, when playing a computer game, or counting stickers. They can name some basic shapes and talk about making patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children to explore and investigate living things, for example, when looking carefully at snakes and snails, or their own feet. Children are skilled in the use of the mouse when completing computer games. They are encouraged through appropriate themes, such as 'all about me', to talk about their own families and significant events, such as birthdays. Children are developing an awareness of other cultures through taking part in appropriate activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and negotiate space well indoors. They show good control and enjoyment when playing simple movement games, for example, head-shoulders-knees and toes. They have opportunities to move to music and are challenged to carefully use hand-eye coordination when sewing with beads. Children have planned opportunities to use small equipment, however, they are not regularly physically challenged in the use of large equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to effectively explore colour and texture when painting and making collage. They use good imagination in role play when playing a mother and baby game and enjoy using their senses, for example, when feeling the fine sand and playing with bubbles in the water, or feeling the sticky dough and smelling the fresh bread. Children enjoy singing in a group and have planned opportunities to explore sounds through, for example, the use of musical instruments.

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

- Key Issue.
- provide more regular opportunities for children to be offered a physical challenge in the use of large equipment

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.