



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256799

DfES Number: 580245

INSPECTION DETAILS

Inspection Date 19/10/2004
Inspector Name Heather Jeanette Knox

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Orton Wistow Under 5's
Setting Address Orton Wistow Community Centre
Napier Place, Wistow Way, Orton Wistow
Peterborough
Cambs
PE2 6XN

REGISTERED PROVIDER DETAILS

Name The Committee of Orton Wistow Under 5's 299240

ORGANISATION DETAILS

Name Orton Wistow Under 5's
Address Orton Wistow Community Centre
Napier Place, Wistow Way, Orton Wistow
Peterborough
Cambs
PE2 6XN

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

Orton Wistow Under 5's Pre-School opened in 1988. It operates from the community hall in Orton Wistow, Peterborough. The group has use of one large room plus toilet and kitchen facilities. There is also a second room for private meetings or discussions. There is an enclosed outside play area to the rear of the property. The preschool serves the local area.

There are currently 44 children from 2 to 5 years on roll. This includes 30 funded 3 year olds. Children attend for a variety of sessions. There are no children currently attending who have special needs or for whom English is an additional language.

The group opens Monday, Wednesday, and Friday from 0900 until 1130 and 1300 until 1500. Further sessions are available on a Thursday from 0900 until 1130 and Tuesday afternoon from 1230 until 1500. This last session is for older children and includes a lunch club. The group opens school term times only.

Seven staff are employed with four to five staff working each session. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Orton Wistow Under 5's Pre School provides a good standard of care for children. The pre school effectively use the available space to enable children to feel secure and settled. Staff plan a selection of different activities for the children to provide them with a stimulating and interesting environment in which they can play and learn. Children are able to use a wide range of equipment and low level storage enables the children to use their own initiative and independence skills. Staff are vigilant about the children's safety. Daily checks are completed to ensure the building is safe for use. Staff ensure that good hygiene practices are maintained and appropriate documentation is completed. They encourage the children to have good

hygiene habits such as hand washing.

Staff are aware of children's individual dietary needs and requirements. They provide the children with a variety of healthy and nutritious snacks. Staff treat all the children as individuals and help children to learn about other cultures through well planned activities and suitable resources. Staff give good support to children with special needs as they liaise with the parents and outside agencies for guidance. However, additional training needs to be completed by the special needs co-ordinator. Staff set clear rules and boundaries for the children to help them understand right from wrong.

Parents are warmly welcomed by the staff and receive detailed information about the provision. Staff talk to the parents on an informal basis when they leave and collect their child. Documentation is very well organised. Committee and staff regularly update the policies and procedures to ensure they meet current legislation.

What has improved since the last inspection?

At the last inspection the group was asked to amend and update procedures relating to child protection, medication and complaints. All policies and procedures have been reviewed and these now meet satisfactory standards.

What is being done well?

- The setting benefits from good organisation from both the committee and the staff. This ensures space and resources are effectively used to support the children's needs. The children are provided with a warm and child friendly environment.
- The group have good relationships with the parents and carers who are welcomed into the group. Parents are involved and support the staff through the committee and by helping at the group. They are kept fully informed of activities and events through the notice board and regular newsletters.
- The children are able to play in a safe environment. Staff are aware of risks to children's health and safety and ensure that regular checks are carried out to minimise hazards.
- Documentation is well organised to support the management of the group. Supplementary reference information is available for staff to use to help them in their role. Comprehensive policies and procedures are in place to cover all the standards.

What needs to be improved?

- the training for the Special Educational Needs Co-ordinator (SENCO)

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
10	ensure designated staff have access to SENCO training.

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

How effective is the nursery education?

The provision for Orton Wistow Under 5's Pre School is of high quality. The staff provide a warm and welcoming atmosphere where children are able to make very good progress towards the early learning goals in all areas of development.

The quality of teaching is very good. The staff are calm, friendly and relaxed and they work well together as a team. They interact positively with the children. They actively promote discussions with the children and ask them questions to extend children's learning. Plans are comprehensive and are effectively linked to give coverage across the six areas of learning. However, these lack detail regarding the staff role or the resources needed. Staff carry out regular assessments on the children which are linked to the stepping stones and staff are in the process of using this information to assist planning.

The leadership and management is very good. The committee and staff work well together to manage the group. Both groups meet independently and together to discuss current issues. Staff have regular appraisals to look at their strengths and weaknesses. The group have canvassed parents for their views on the provision offered and they use external support and guidance. The play leader is committed to providing a good standard of care.

Good partnership with parents in place. New parents receive a detailed prospectus on the group. Parents actively support the setting by helping at the group and by working on the committee. Staff keep their parents informed of current events and activity topics. Parents are kept fully informed about their child's progress towards the stepping stones and their comments and opinions are valued.

What is being done well?

- Children are very confident at using numbers. They have a good understanding of mathematical language such as 'more than' and 'less than'. They use numbers frequently in their play and are beginning to use their mathematical knowledge to solve simple problems.
- Relationships between staff and children and their parents is good. These help children to develop their confidence and supports all aspects of learning. Children enjoy attending and are interested in the activities available.
- The staff provide good role models for the children and set clear and consistent rules and boundaries. This enables the children to have a good understanding of right and wrong.
- Staff plan a wide range of interesting practical activities for the children to help them develop all their areas of learning. They are able to use their senses as they taste soup and exotic fruits and paint with twigs and leaves.

What needs to be improved?

- the plans to show the staff role and the resources needed,
- the use of the assessments to inform planning,
- the opportunities for children to share their views in small groups.

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. The group has reviewed planning and assessment procedures and these are now comprehensive and detailed. Parents are kept fully informed of their child's progress through regular meetings with their child's key worker. Staff are currently on training courses to update their knowledge.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and keen to attend the group and meet their friends. They have good relationships with each other as they learn to share and take turns. They extend their independence skills as they put on aprons and coats and pour out their drinks. Children are able to select resources and are enthusiastic about taking part in activities. They show good concentration skills as they mix paints and play lotto games. Children are developing an understanding of other peoples needs and views.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with adults. They listen to stories and rhymes and enjoy independent reading. Children are able to recognise their own name and are beginning to write for a purpose in structured activities and in their free play. They are developing an sound understanding of the phonic alphabet. Children enjoy having conversations and like to share their views although they lack opportunities to vocalize in small groups situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children actively use and discuss numbers in their play. They confidently count to ten and above and are beginning to recognises a range of numerals. Snack time is effectively used to help children extend their mathematical language and their understanding of addition and subtraction. Children successfully sort and match into different colours and shapes. They confidently discuss different sizes and qualities as they carefully weigh conkers and fir cones.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have effective opportunities to learn about the natural world as they go for walks and collect leaves, as they cook bread and play with ice cubes. They can investigate whether objects float or sink and look at how magnets work. They visit local ponds and vets and meet police officers and librarians. They competently build and construct using both natural and man made materials. Children are developing an good understanding of other cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to move with control and co-ordination. They confidently climb up steps to the climbing frame, ride bikes and steer cars. They competently dance around maypoles and swirl ribbons in the wind. Children listen to music and move their bodies to march, stretch and walk on tiptoe. They confidently use a range of tools such as scissors, knives and cutters in their creative work. They effectively use nets to fish and manipulate different size spoons and brushes to mix paints.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children take part in many creative activities. They use their senses as they make bread and cookies, watch plants grow, mould clay and dance to music. Children use their imaginative skills in the different role play scenarios. They pretend to be hairdressers washing hair or a mummy feeding her baby. Children enjoy using their voices to sing and experiment with musical instruments. They effectively handle and explore the properties of play dough, cornflour, rice, sand and wood shavings.

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 weakness to report, but consideration should be given to improving the following;
- develop plans to show the staffs role and the resources needed to support the learning. Ensure assessments influence the plans and provide more opportunities for children to share their views in a small group

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.