



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 203482

DfES Number: 542245

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Walton Pre-School
Setting Address Walton Youth Centre
Standley Road
Walton-on-the-Naze
Essex
CO14 8PT

REGISTERED PROVIDER DETAILS

Name The Committee of Walton Pre School 1079469

ORGANISATION DETAILS

Name Walton Pre School
Address Walton Youth Centre, Standley Road,
Walton-on-Maze
Essex
CO14 8PT

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

Walton Pre-School opened in 2000. It operates from one room in a youth centre at Walton-on-the-Naze. The pre-school serves the local area.

There are currently 39 children from 2 to under 5 on roll. This includes 15 funded three-year-olds and 20 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and who speak English as an additional language.

The group opens five mornings a week during school term times. Sessions are from 08:45 until 12:15.

There are nine part time staff who work with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There are three staff 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?

Walton pre-school provides good care for all children.

The group is managed and supported by a voluntary parent's committee. An operational plan is in place containing the policies and procedures and this informs the parents, staff and committee of how the pre-school is run. The pre-school is based in an old building but staff make children and their families welcome through their friendliness and some displays of the children's work. There are areas to play, eat and rest. There is a good range of resources for all developmental stages and that promote positive images of today's society. All children can play with all the resources. There is a fully enclosed outdoor play area.

The pre-school is secure and children are safe as good health and safety and child protection policies are in place. Effective paperwork is in place about a child's diet or

allergies and staff use this information to care for the individual child. They encourage good hygiene and know how to deal with an accident or comfort a child who becomes ill during the day.

Children choose from a broad range of activities with staff providing a very good range of interesting and stimulating activities that support the children's early learning through play. Very good systems are in place to ensure the needs of the individual child are met and give additional or specific support, including an individual plan play, when needed. Children's behaviour is generally good, however, there is a slight inconsistency in the way staff deal with occasional problems.

Partnership with parents is very good. Staff are friendly and welcome parents into the group. Very good information is provided for parents and they are encouraged to become part of the group and join the parent's committee or help in the session. Parents are confident that their child is happy and settled.

What has improved since the last inspection?

At the last inspection the provider agreed to improve and update some paperwork.

A new outings procedure has been implemented to ensure safety of children on outings and local walks. Parents are now fully informed of the complaints procedure that contains Ofsted's details.

New registrations forms have been devised to ensure that parents give written permission for emergency medical treatment and all necessary details for the child to enable the group to fully and appropriately care for the child daily or in event of an accident.

What is being done well?

- Staff are friendly and open and have very good relationships with parents so that children feel secure within the pre-school environment.
- Circle time is expertly managed with all the children and staff actively and enthusiastically taking part in the stories, songs and music activities.
- An operational plan has been developed and contains the policies and procedures that are updated in line with current changes to legislation.
- Support for children with special educational needs is very good. Staff attend specific training and work closely with parents and other professionals to provide developmentally appropriate play and care.
- Children see and play with a good range of activities that promote positive images and introduce opportunities for them to develop an understanding and acceptance of their own and different cultures.

An aspect of outstanding practice:

Staff really welcome and value the diversity of all the parents and their families. They encourage parents to be part of the activities and have recently involved parents in

the circus topic, when they brought in a llama to the great excitement of the children. They arrange for training courses, identified and attended by parents, to be held at the premises and have encouraged them to make a story sack for 'The very hungry caterpillar' so that it is used to give added interest at story time for the children. Very good written information is provided for parents along with a photo album to show the activities children do and how they learn through play.

What needs to be improved?

- consistency in staff's behaviour management.

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
11	Develop all staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development to ensure consistency in all staff.

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

How effective is the nursery education?

The provision of nursery education at Walton Pre-school is good. It enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. Staff work well together as a team and have clear roles and responsibilities. They have good relationships with the children and understand how they learn. Staff provide interesting activities inside and outdoors. The planning is currently being improved, however, there is little evidence of the strategies used for the differing abilities, although, there is excellent support for children who need extra help and are on individual play plans.

Staff observe the children and record their progress on newly introduced assessment records that have the potential to become very effective in building up a clear picture of the child's learning. Although, there was little evidence of the child's next step in the written plans, staff talked about how they ensure the children's needs are identified by their key worker and this knowledge used to plan activities.

Leadership and management of the pre-school is generally good. The committee and playleader work closely together and staff are encouraged to attend training to further develop their skills. The pre-school is aware of its strengths and areas for future development. A new appraisal scheme is currently being introduced. The children's progress is monitored weekly and the playleader has developed an effective system to ensure all the stepping stones are covered in the planning.

Partnership with parents is very good. Parents are kept informed of the children's progress and parents can add information to their child's assessment records. Excellent information is available in the prospectus about the Foundation Stage and in a booklet that shows parents how they can help children to learn. Parents can freely make suggestions as to how the group is run.

What is being done well?

- Some aspects of creative development are very good with children and staff enthusiastically joining in the action songs. They easily change from loud to quiet and demonstrate pure enjoyment and fun in these activities. Children have a clear understanding of rhythm and move rhythmically as individuals or together in a group. They use their imagination, for instance, as they pretend to be scarecrows in an action song.
- Children are encouraged to use reference books to find out about topics. This enables children to understand that books can be used to find out information and support learning not just for reading stories.
- Staff plan curriculum activities for the outdoors, for instance, in mathematical

development with bikes parked in numbered parking bays to encourage number recognition through an enjoyable practical activity.

What needs to be improved?

- planning to show differentiation and ensure all areas of learning are covered
- children's independence to ensure they are confident to select resources
- opportunities for children to link letter sounds and the use of the book area
- understanding of time and place.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the four key issues identified at the previous inspection resulting in good improvements being made to the educational programme.

Although staff, at the time of the previous inspection, attended training as required to promote understanding of the areas of learning there are now new staff members. Most new staff have had, or are due to have, access to training in the early learning goals.

Staff ask children questions to encourage use of mathematical language and this is evident as children describe size using their hands to demonstrate 'getting bigger' in the action songs.

Children now have access to a well set up computer, have access to a range of man made and natural materials, plant flowers, and are encouraged to observe using magnifying glasses and observational drawings.

A new assessment record system has been set up and is being further improved at present. This will enable children's progress to be monitored. A keyworker system has been introduced and is being used to ensure these records are up dated.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children come happily into the pre-school. They are involved in their chosen play such as the computer or making play dough. They form good relationships with the staff and visitors. They take turns at board games but there is little evidence of sharing. Children choose their activities during the first part of the session and tidy up but their independence is not fully developed. They know about their own and other cultures through topics such as harvest festival.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk and use gestures to communicate. They listen to story tapes and talk on the phone to their family. They enjoy singing at circle time and show a good sense of rhythm, although, there is little evidence of using letter sounds. They join in with repeat sections in stories but the book area is under used. Children use mark making for a purpose using a clipboard to record daily drinks. They paint forming circles and write their names with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count up to ten and beyond through number rhymes, action songs and counting when the register is taken. They recognise numbers through practical activities such as parking bikes in parking bays. They add and take away during action songs and know that 'one big' and 'three small' spiders make a total of 'four'. They use mathematical language to describe size, weigh cooking ingredients and measure height to see how 'tall' people are.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe changes to materials such as flour, oil and a liquid colour when making play dough. They see patterns and sequences in the circus bunting and make popcorn and candy floss. Children construct with kits and freely use woodwork to their own designs. They confidently use a mouse to work through computer programmes. They talk about their families and go for walks, but there is little evidence of understanding time or place. They learn about various festivals through topics.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently inside and outdoors. They throw balls, climb up and go under the caterpillar, ride scooters and bikes. They enthusiastically jump up and down during action songs and skip happily across the room. Children are aware of being hungry before snacks and keeping warm in winter. They use a range of large and small equipment and tools during activities. They thread beads, spread jam on toast, use chopsticks and mould and shape play dough or clay to develop their skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children know colours and use textures through a range of activities such as painting, printing using fruit and vegetables, making collages and dragon masks. They hear a range of music, enthusiastically sing and use musical instruments. Children enjoy using their imagination to pretend to hatch from an egg or act out the story of Goldilocks. They learn about their senses through activities such as tasting Chinese food, touching the llama and smelling lemon essence in the play dough.

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

- develop the planning to ensure all the staff are involved and understand how activities are adapted for different levels of learning in all areas of communication, language and literacy and knowledge and understanding of the world
- develop children's independence.

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.