



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224228

DfES Number:

INSPECTION DETAILS

Inspection Date 30/06/2003
Inspector Name Alyce Helen Callaghan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Worfield Pre-School
Setting Address Worfield Primary School
Worfield
BRIDGNORTH
Shropshire
WV15 5JH

REGISTERED PROVIDER DETAILS

Name Ms Margaret Thomas

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

Worfield Pre-School opened from its current site in 1997, but has been in existence for many years at different premises. It operates from a demountable building, which is shared with a LEA nursery, on the grounds of the village primary school in Worfield. The kitchen and toilet areas are shared with the nursery and the pre-school has a separate outdoor play area and the use of the primary school's hall one day a week. The pre-school serves the local village and surrounding areas, including Sutton Madock and Bridgnorth.

There are currently 26 children from two and one half years old to three years olds on roll. This includes seven funded three year olds with four year olds attending sessions at the adjacent LEA nursery. Children attend for a variety of sessions. The group supports several children who have special educational needs. There are no children who speak English as an additional language currently attending.

The pre-school opens five days a week during the school term. Sessions are from 09:00 to 11:30.

Four staff work with children, all have early years qualification. They attend training and receive teacher/mentor support through the Early Years Development and Childcare Partnership (EYDCP). There is a key worker teaching method in place.

How good is the Day Care?

Worfield Pre-School provides good quality care for children between the ages of two and a half and five years. The staff are qualified, experienced and work well as a team. They use the key worker systems effectively to offer a range of well organised activities. Staff have a good understanding of the Foundation Stage.

Children are cared for in a friendly, secure and comfortable environment. Staff are aware of safety issues and work jointly with the LEA nursery to provide a safe environment for children. They emphasise safety at all times with the children as they arrive or are being collected. Most aspects of hygiene are satisfactory and the

pre-school reviews issues to ensure good practice.

Staff work with children, showing a genuine commitment and interest at all times. They listen to what children say and respond appropriately. Staff use positive reinforcement, encouraging children to be thoughtful of others and have good manners. Staff have good understanding of the early learning goals. They attend training in Early Years issues and current good practice guidelines.

Worefield Pre-School works in partnership with parents. Parents are encouraged to attend events and participate in the operation of the setting by joining the committee. They receive daily verbal and written information about their child. Staff offer information and support to parents through a key worker system and daily communication.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- There is a good operational plan reflecting current practice along with working policies and procedures. All staff hold relevant qualifications and work closely with children.
- The support given to children is good. Children are encouraged to participate in a range of planned activities which helps their learning. The staff question and challenge children and respond appropriately to their interests.
- There are comprehensive policies for all safety issues. Staff give priority to children's safety both inside and outside the setting.
- There is a strong emphasis on special needs, including special education needs throughout the setting. Children with special needs have additional staff support to help them participate in every day activities. Staff use written information effectively to assist and monitor children's progress.
- The children are praised and encouraged when appropriate and as a result they respond in a caring way towards others.
- Staff manage children's behaviour consistently and encourage good manners. They promote children's independence and support their development.

What needs to be improved?

- the required documentation of all staff's identity needs to be kept on file;
- hand washing procedures used should comply with Environmental Health Department's good hygiene recommendations;
- secure storage of confidential records relating to day care activities and their availability for inspection at all times;

- complaints policy and procedure needs to include Ofsted's details.

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
1	ensure the required documentation of all staff's identity is kept on file;
7	ensure hand washing procedures used comply with Environmental Health Department's good hygiene recommendations;
14	ensure that all confidential records relating to day care activities are stored securely on the premises;
14	ensure that complaints policy includes Ofsted's details.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. The staff have a clear understanding of the stepping stones used to attain the early learning goals. Planning provides a range of interesting activities that help children learn. There is a good range of equipment and resources which staff use well to support children's progress in all six areas of learning. The staff promote good behaviour and have high expectations of what the children can accomplish.

Staff use assessment to monitor children's progress towards the early learning goals. There are effective systems in place to provide good support for children with special education needs and English as an additional language. Staff work well together to create an environment that is stimulating and exciting for the children. However plans do not consistently adapt activities to provide sufficient challenge for more able children.

The leadership and management of the setting is generally good. Staff are relaxed and work professionally and effectively with parents and other agencies to support all children. The setting has a strong commitment to staff development and training. They receive regular supervision and annual appraisals.

The partnership with parents and carers is very good. Staff greet parents and children in a welcoming manner, encouraging parents to assist their child in choosing an activity. Parents share their observations and discuss their child's progress with the staff .

What is being done well?

- Children's personal, social and emotional development is very good. They are eager and motivated to learn.
- Children's creative development is very good. They are able to respond and use their imagination during planned and spontaneous activities.
- Staff's clear understanding of the stepping stones toward the early learning goals leads to well planned activities which maintain children's interests and efforts.
- Staff work well together and provide good role models and a consistent, secure learning environment for children.

What needs to be improved?

- there is insufficient challenge for more able children to develop writing skills and for children to use different ways writing for communication;

- staff offering opportunities for children to recognise and explore different sizes.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal social and emotional development is very good. They are confident and have caring relationships with other children and with adults. They are interested and motivated to learn as part of a group or independently. They are confident to express a range of feelings and are aware of the needs and feeling of others. Children have opportunities to respond to cultural and religious event.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication language and literacy is generally good. Children listen well to stories and talk about their experiences. Staff extend children's vocabulary during planned activities. Children enjoy books. They are encouraged to write their own names with appropriate use of upper and lower case letters. More able children could further develop thier independent writing skills and all children could benefit from opportunities to use writing in everyday situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The setting's development of children's mathematics is generally good. Children can count up to ten and are familiar with number rhymes and counting games. They can recognise and name the basic shapes during planned and spontaneous opportunities, but there could be more opportunities for the children to compare size in a practical context in daily routines. Staff provide a good range of resources including programmable toys and computers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge and understanding of the world is very good. They have many opportunities to use their senses to explore and investigate. They learn about patterns and similarities when talking about the weather. They observe nature, and ask questions about why things happen and how they work. Children talk about their holidays, their families and past and present events. They have resources that reflect positive images of other races and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The overall programme for children's physical development is very good. They are able to access a wide variety of equipment indoors and outdoors that develop large and small motor skills. Staff plan and use spontaneous opportunities for movement to develop children's skills, such as stories, musical instruments and taped music. Children are learning to recognise and understand that exercise and good food helps them grow.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's creative development is very good. They are able to work in a variety of media. They explore colour, space, shape and texture in two and three-dimensional design. They have opportunities to experience various musical instruments and sing songs. Children write, talk and use a wide range of materials, suitable tools and other resources to express their ideas and feelings. They use their imagination during activities of their choice such as during role-play.

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

- provide sufficient challenges for more able children to develop their writing skills and provide practical opportunities for children to use writing;
- provide opportunities for children to recognise and explore different sizes.

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.