



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200875

DfES Number: 518956

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Anne Felicity Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wootton Wawen Pre-School Committee
Setting Address	Alcester Road Wootton Wawen Solihull West Midlands B95 6AY

REGISTERED PROVIDER DETAILS

Name	The Committee of Wootton Wawen Pre-School Committee
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ORGANISATION DETAILS

Name	Wootton Wawen Pre-School Committee
Address	the Village Hall, Alcester Road Wootton Wawen Henley-in-Arden West Midlands B95 6AY

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

Wootton Wawen Pre-School has been open for over twenty-five years. It operates from the main room in Wootton Wawen village hall. The village is on a main route between Henley in Arden and Stratford upon Avon. The pre-school serves the village and the local rural area.

There are currently seventeen children from three to five years on roll. This includes ten funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The setting is able to support children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 noon.

One full time and five part time staff work with the children. Half the staff have early years qualifications and others are currently working towards a recognised early years qualification. The children learn through play. The Early Years Development and Childcare Partnership offers advice and support to the group. The setting has close links with the local school.

How good is the Day Care?

Wootton Wawen Pre-School provides good care for children. The setting has a friendly welcoming atmosphere where parents, children and staff create strong relationships. Half the staff team have appropriate early years qualifications and others are working towards qualifications. Staff are supported well to attend short courses and add to their qualifications. Good planning, which includes staff deployment, ensures that children learn from and enjoy the activities provided. Adult/child ratios are good.

Safety is a high priority and risk assessments have been completed. Good fire evacuation procedures are in place, which are discussed with the children and practiced regularly. Evacuations are to be recorded more fully. Most staff have first

aid training and the first aid box is fully-stocked. Appropriate child protection procedures are in place. Children are encouraged in good personal hygiene. The premises are secure and visitors are monitored.

A wide variety of well-maintained equipment is available, enabling staff to provide a good range of activities, helping children to learn and have fun. The choice of activities offered encourages individual interests, co-operative play and imaginative play, e.g. the home corner as the house of the three bears. Children have the opportunity to take part in large and small group work and have many very good opportunities to organise their own play and select their own materials, e.g. graphics area. Good staff ratios enable children to have a lot of individual attention.

Parents are happy with the opportunities they have to discuss their child's progress. They are welcomed into the group to settle new children and receive a regular newsletter. All the required policies are in place and easily available to parents, however some need reviewing. Good behaviour is valued and encouraged, and children behave very well.

What has improved since the last inspection?

At the last inspection the setting was asked to review the child protection policy and the complaints procedure. This has been completed, but some further review of the complaints procedure is required.

What is being done well?

- Staff work hard to ensure that the main room meets the needs of the children well, with a welcoming atmosphere and lots of interesting activities ready for play.
- Children are excited about the play available, e.g. acting out the three bears story, and settle to worthwhile activities quickly and with enthusiasm.
- The setting is very well resourced with a wide variety of toys, books and play equipment, including a very good variety of equipment to reflect all areas of equal opportunities. The children enjoy performing a dragon dance for Chinese New Year.
- Children are valued as individuals and all their needs are met well. Boys and girls have access to all play opportunities and enjoy dressing up, construction and cookery sessions. Staff have completed training on special needs.
- The behaviour management policy is easily available to parents. Individual needs are discussed with parents and they are fully involved in the care of their child. Good behaviour is praised and encouraged and staff are quite, calm and consistent with the children.

What needs to be improved?

- the procedure to ensure details of fire evacuation are recorded in full

- the procedure to review the admission forms and the complaints procedure.

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	Ensure details of fire evacuation are recorded in full;
14	Review the admission forms and the complaints procedure.

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

How effective is the nursery education?

Wootton Wawen Pre-School offers very good quality nursery education for three and four-year-old children. The setting has a very welcoming and stimulating environment, where children enjoy learning through a wide range of interesting activities. Strong relationships and effective teaching helps the children to make very good progress through the stepping stones towards the early learning goals. Children develop a very good sense of their local community including strong links with the primary school.

Teaching is very good. Staff have high expectations of the children, and children behave very well. Staff take advantage of training opportunities, and show a sound understanding of the early learning goals. They ensure that the children find learning an exciting experience through careful planning and the appropriate use of resources. The evaluation of activities and individual assessments are used effectively to ensure the needs of all children are carefully considered and met. Comprehensive procedures are in place to ensure children with special educational needs or who speak English as an additional language receive appropriate learning opportunities and good support.

Leadership and management are very good. Staff are clear about their roles and responsibilities and work well as a team. All staff are involved in the planning of activities and the organisation of resources. Staff meet regularly to review the educational programme, ensuring future plans challenge the children and help them to progress well. They share good practice and ensure they are consistent with the children.

The partnership with parents is very strong. Parents have many good opportunities to talk to staff about their child's progress and attainment. Parents are well informed about the activities in the setting and receive a regular newsletter.

What is being done well?

- Staff create a secure, friendly and stimulating environment with strong relationships between parents staff and children. Children settle quickly to learn and have fun.
- The programme for mathematics is very strong, enabling children to begin to understand simple sums and mathematical language. They compare volume and size using Three Bears' porridge bowls and spoons and dry oats.
- There are many good opportunities for role-play. These are well resourced and supported by staff, to enable children to maximise their learning and enjoyment, e.g. dressing up as Dorothy, with red shoes.
- Children enjoy their links with the local community, including the church at harvest time, their regular visits to use the school hall, and visits to the school

at Christmas time for a concert.

- Observations and assessments are used well to inform planning, in order to meet children's individual learning needs.

What needs to be improved?

- the procedure to include in the general routine, regular opportunities for children to take part in some physical activity, over and above the very good programme in place for physical development
- the procedure to offer parents the opportunity to be involved in the initial assessment of their child, and encourage on-going involvement.

What has improved since the last inspection?

At the last inspection the setting was asked to: -

continue to develop medium term planning to give more emphasis to language and literacy and mathematics and plan under the headings of the six areas of learning;

identify in planning the expected learning outcomes for the children, that is to say, what it is intended the children shall learn from an activity;

continue to develop the Parent Information Pack which is in draft form.

Very good progress has been made in all areas. Comprehensive long, medium and short-term plans are now in place. All planning is related to the specific area/areas of learning, with very good emphasis on language and literacy and mathematics. Learning outcomes are included in planning, and assessments of learning take place. Parents receive very good information about the setting, including current topic work and a regular newsletter.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Aspects of personal, social, and emotional development permeate all areas of learning. Strong relationships with staff have a positive effect on learning; children settle quickly to worthwhile activities. They are becoming more confident, and concentration is very good when working alone or in groups, e.g. building a Lego garage. Increasing personal independence is encouraged well in many areas, e.g. putting on shoes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Talking and listening are a high priority, with children becoming confident speakers and good listeners. They enjoy group story time, 'Going on a Bear Hunt', and the well resourced book area is used a lot. Exciting and stimulating role-play opportunities encourage the extension of vocabulary and early writing skills, e.g. talking on the 'mobile' telephone. Children link sounds to letters in planned and routine activities, and are making good progress in writing and reading their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Learning is based in carefully planned, meaningful activities, and using incidental opportunities as they arise during all activities. Quick progress is made in learning about numbers, and older children are counting and recognising numbers reliably to 10. Children are beginning to use mathematical language well, and are encouraged to estimate and compare when playing with dry oats. Very good progress is made as a result of positive staff interaction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are given many good opportunities to investigate and explore natural and man made objects, including cookery sessions making and eating soup and porridge, and using a variety of media for collage. They enjoy learning about their community on local walks. Children use a variety of tools and materials for building and construction. They make tape recordings of their own music with enthusiasm. Good opportunities are offered to develop an understanding of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy indoor and outdoor physical activity, move confidently and participate enthusiastically in keep fit and music and movement, e.g. musical statues. A varied plan of interesting physical activities enables children to move with increasing control and co-ordination, e.g. large equipment in the school hall. Children progress well using small tools and equipment with care. Children are learning bodily awareness and health through topic work and general discussion.

CREATIVE DEVELOPMENT

Judgement: Very Good

Staff achieve a balance between supervised activities and allowing children freedom to create from their imaginations, e.g. painting and role play. Children are encouraged and supported well to select a variety of creative materials and tools. They enjoy acting The Three Bears in the home corner with costumes and props, e.g. hats and bowls. Senses are developed well through tasting, touching, and smelling, and using a wide variety of musical activities.

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 improving the following:
- include in the general routine regular opportunities for children to take part in some physical activity, over and above the very good programme in place for physical development;
- offer parents the opportunity to be involved in the initial assessment of their child, and encourage on-going involvement.

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.