



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402084

DfES Number: 511583

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Paula Durrant

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Wix & Wrabness Pre-school
Setting Address Colchester Road
Wix
MANNINGTREE
Essex
CO11 2RT

REGISTERED PROVIDER DETAILS

Name Wix & Wrabness Pre-School 1067140

ORGANISATION DETAILS

Name Wix & Wrabness Pre-School
Address Colchester Road
Wix
Manningtree
Essex
CO11 2RT

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

Wix and Wrabness Pre School is situated in the rural village of Wix in Essex. The pre-school first opened in 1991 under the auspices of 'Foxes Farm Pre-school' and relocated to its current premises with a change of name and charity status in 1999.

The group operates from a demountable classroom set within the grounds of Wix and Wrabness Primary school. The pre-school extended their premises in September 2003, providing an additional classroom interlinked with the original build.

With the expansion of the premises the group also extended provision of care to promote wrap around care in the form of; a breakfast club, lunch club in addition to supporting a separate out of school facility and holiday club with shared equipment and premises.

The pre school serves the local and surrounding geographical villages. Children in attendance reflect the social and economic diversity of the area.

The pre school is registered to provide places for 36 children aged between two and eight years. They offer both sessional and full day care, supporting working parents and carers with flexible childcare arrangements. The group is open from 07:30 until 09:00 for the breakfast club, 09:00 until 11:30 for sessional care, 11:30 until 12:30 for the lunch club and 13:30 until 15:00 for the afternoon session, or alternatively 07:00 until 15:00 for full day care. The provision runs for 38 weeks of the year.

There are currently 55 children on roll including 37 funded three year olds and 11 funded four year olds. The group supports six children with special needs and one child with English as a second language.

Nine staff work with the children, five of whom hold an early years qualification. The group are members of the PSLA and have recently been awarded recognition, acquiring accreditation status.

How good is the Day Care?

Wix and Wrabness pre-school provides good quality care for young children. The group are exceptionally well organised with a strong management structure and dedicated staff team.

The group welcome change and demonstrate a progressive attitude towards national childcare issues. They have recently increased their registration to provide wrap around care in a rural area. This has also included further development of existing organisational procedures to support the change of routine and extended hours of opening.

The current daily routine is constructive and supports children in developing their independence skills. Children are very aware of the boundaries and expectations of adults. Play is purposeful and the atmosphere is calm and productive.

Planning is balanced and covers the six areas of learning. Staff have a strong knowledge of the Foundation Stage and assessment records are in-depth and relate clearly to the stepping stones. The group have an extensive range of good quality resources. Consideration is given to the presentation of equipment. Staff link selective resources effectively to extend learning in supplementary areas.

Staff have a secure knowledge of health and safety issues. All necessary precautionary systems are in place and access to the premises is monitored consistently.

Children are actively encouraged to learn about healthy eating through the rotation of nutritionally balanced snacks that they assist in preparing. Staff support children in developing their social skills mentoring and nurturing worthwhile conversations during this time.

Inclusion is paramount within the provision. There are excellent resources and good links with external agencies to ensure children's needs remain the primary focus at all times.

Parents are encourage to become actively involved in the group. Extensive information is shared through a range of differing sources.

Documentation supports the working procedures and ethos of the group.

What has improved since the last inspection?

Since the last inspection the group have secured their outside play area and monitor effectively potential hazards through frequent checks recording information formally in their risk assessments procedures. They have also revised their child protection policy.

What is being done well?

- Group have a clear understanding of their registration and adherence to the National Standards.
- A majority of staff are qualified and those that are not are actively pursuing a recognised childcare qualification.
- All staff are confident in their childcare practice. Children are engaged in purposeful activities, staff provide exceptional challenges to promote and extend learning in all developmental areas.
- The atmosphere is calm and play is productive.
- Staff regularly monitor children's achievements and set realistic targets for progression.
- Staff work hard to provide a richly stimulating environment for children. Careful consideration is given to the layout and opportunities to promote independence effectively.
- The group have an extensive range of good quality resources. Staff present activities thoughtfully linking selective resources to extend learning in supplementary areas.
- Staff have a secure knowledge of health and safety issues. All necessary precautionary systems are in place and access monitored consistently.
- Children are involved with the preparation of snacks and this time is used skilfully by staff to integrate social skills and conversation
- Staff know children well and respect their individuality. Inclusion remains a primary focus of the provision with good external links to support their practice.
- Children's behaviour is outstanding. Children know the boundaries and have a clear understanding of right and wrong.
- The group have an effective open relationship with parents and carers. They encourage parents to become actively involved in the group and share extensive information regularly through a variety of mediums.
- The group are proactive in developing and expanding their knowledge of childcare issues and open to making changes to enhance and improve provision.

What needs to be improved?

- continue to develop your daily routine to ensure effective rotation of resources and activities for children who attend frequently

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
2	continue to develop your daily routine to ensure effective rotation of resources and activities for children who attend frequently

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

How effective is the nursery education?

The provision for nursery education at Wix and Wrabness Pre-school is of high quality overall. It enables children to make very good progress in all six areas of learning.

Teaching is very good. The staff have a strong knowledge of how children learn. They achieve positive standards of interaction asking questions to make children think and responding sensitively to their individual needs.

Staff skilfully plan a wide range of interesting play based activities enabling productive challenges for all children.

There are effective systems in place to support children with special educational needs. Children are well behaved and respond positively to the high expectations of adults.

There are substantial resources that are thoughtfully presented. Children are keen to learn and play is productive.

A thorough assessment system is in place and is used well to check the children's progress through the stepping stones. Assessments are informed from regular on going observations and used purposefully to set future targets.

Leadership and management is very good. The pre-school benefits from the strong leadership of the supervisor. The staff have built up an effective team and are very supportive of each other. Methods are in place to help monitor and evaluate the effectiveness of the setting this includes a commitment to improvement through the attendance of training and external agencies. The group have recently completed an evaluative accreditation scheme.

Partnership with parents and carers is very good. Parents are welcomed into the group and are involved with the activities and routines. They are kept informed about the groups topics, current events. literature explaining the curriculum and their child's progress.

What is being done well?

- Children's personal, emotional and social development is well fostered. Children have meaningful relationships with adults and peers and are secure in expressing their views and opinions.
- Children speak clearly and confidently as a result of staff's consistent interest and engagement in their play and conversations.
- Children are very confident at using numbers and have a strong understanding of mathematical vocabulary.

- Children have excellent opportunities to explore and investigate features of their environment.
- Children move with confidence, control, co-ordination and demonstrate a clear perception of spatial awareness.
- Staff make very good use of art and craft activities, linked to other areas of learning to help children express their ideas freely.
- Strong leadership provides a shared ethos of early years principles.
- Staff receive regular support and guidance from the management.
- Staff work well as a team to provide an interesting range of activities and a positive learning environment.
- Parents are welcomed into the group and receive regular information on the setting and their child's own achievements

What needs to be improved?

- further emphasis to extending cultures and beliefs within short term planning

What has improved since the last inspection?

Wix and Wrabness Pre-school have made very good progress since their last inspection. They have revised their planning systems to incorporate more frequent opportunities for children to gain experience of writing their names and recording number within their practical daily activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Outstanding emphasis is given to this area of learning. Children are effectively supported in developing their confidence and independence skills. Children are keen to participate in the activities offered and show high levels of concentration and perseverance in completing their chosen tasks. Behaviour is exceptional. Children have a clear understanding of right and wrong and demonstrate sensitivity towards others. Children learn about the wider world through exceptional planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, talk and negotiate clearly with others and demonstrate a sensitive awareness of the listener. They enjoy sharing their views and ideas and use speech skilfully to explore real and imagined experiences. There are plentiful opportunities to handle books and to develop language for thinking. Children are adept at sounding out initial letter sounds phonetically. They are secure in writing their names independently and can select their own name card without hesitation.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very competent at counting and recognising numerals up to and beyond ten. They use number in structured activities and in general play. Children are effectively introduced to the basic concepts of calculation and are adept at practical problem solving scenarios. Children frequently use mathematical language to discuss objects being of varying dimensions and use tools to measure. They name complex shapes such as spheres and cuboids and have an understanding of positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and features of their environment using exploratory skills, direct observation and investigation. They are proficient at building models and construct from a diverse range of materials. Children are introduced to exceptional technological resources and are competent in its usage. Children develop a strong sense of time and place as they talk about special events in their lives. They are effectively introduced to other cultures through well planned topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They are developing their abilities to balance and climb through staff's innovative use of indoor space. The group implement extensive opportunities to enhance children's gross motor skills through well planned co-coordinative games, movement sessions and exceptional resources. Children move with confidence, agility and show a high levels of spatial awareness. They recognise their own self care needs as they request a drink when thirsty.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore a vast range of media and materials and create excellent masterpieces from memory. They are familiar with a variety of musical songs and rhymes. Children use their imagination and express their ideas through art, stories, role play and a well planned range of activities in two and three dimensions. Creative work effectively reinforces learning in other areas and children are given balanced opportunities for free expression and individuality.

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:
- give further emphasis to extending provision of cultures and beliefs within short term planning

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.