



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 145965

DfES Number: 520460

### INSPECTION DETAILS

Inspection Date 06/10/2004  
Inspector Name Catherine, Louise Sample

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Winterslow Pre-school  
Setting Address Winterslow Pre-School  
Village Hall, Middleton Road  
Winterslow, Salisbury  
Wiltshire  
SP5 1SG

### REGISTERED PROVIDER DETAILS

Name The Committee of Winterslow Pre-school

### ORGANISATION DETAILS

Name Winterslow Pre-school  
Address Winterslow Village Hall  
Middleton Road, Middle Winterslow,  
SALISBURY  
Wiltshire  
SP5

## 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

Winterslow Pre-School operates from the village hall in Middle Winterslow and serves the local area. It consists of a large hall, an additional smaller playroom, a kitchen and children and staff toilets. There is a grassed outdoor play area and the group also has access to the tennis courts for outdoor play.

The pre-school is open every weekday during term time from 09:15 to 12:00. It also runs a lunch club from 12:00 to 13:00 on Tuesdays and Fridays. There are currently 33 children on the register who attend a variety of sessions including 15 funded 3 year olds, 12 funded 4 year olds and 4 children with special needs.

There are 6 staff in total, of whom 4 have relevant childcare qualifications and 1 is currently training. The pre-school is supported by the Wiltshire Early Years Childcare and Development Partnership.

### How good is the Day Care?

Winterslow Pre-School provides satisfactory care for children. The manager has relevant qualifications and most of the staff are trained although there are not currently enough trained first aiders. There is a clear operational plan showing how the group is run and how staff are deployed. The pre-school has plenty of well organised play space and provides a suitable environment for those with limited mobility. The pre-school has all the policies and procedures necessary for the safe and efficient running of the provision although not all necessary records are kept.

The pre-school makes regular risk assessments and the staff are aware of health and safety issues. The staff are generally vigilant about the children's safety although there is scope to improve safety when crossing the car park. The pre-school has good arrangements for sick children in order to prevent the spread of illness and infection. There is scope to further develop hand washing procedures to ensure good hygiene. The children have nutritious drinks and snacks and can access drinking water at any time. All of the children are included in activities. The staff understand the child protection procedures and parents are informed of the

pre-school's duty to refer concerns to Social Services.

The pre-school offers the children good opportunities to explore and investigate. The staff interact well with the children and give them plenty of praise for what they are doing. There is a sufficient range of appropriate toys, furniture and equipment. The pre-school celebrates a variety of festivals to help children learn about other cultures and beliefs. The staff are good at managing the children's behaviour. They use agreed behaviour management techniques and give praise for good behaviour.

The pre-school keeps parents informed about the provision and the progress of their children. The parents are encouraged to volunteer to help and become involved with the pre-school.

### **What has improved since the last inspection?**

At the last inspection the pre-school was required to obtain written consent from parents for emergency medical treatment, to ensure that minimum staffing qualifications were met, to ensure that drinking water was available to children, to ensure that hygienic hand washing procedures were in place and to ensure that visitors to the group were recorded.

The pre-school has written consent from parents to seek emergency medical treatment in order for staff to seek help in the case of accidents or emergencies. The children have easy access to drinking water from a dispenser so that they can help themselves at any time. The minimum staffing qualifications are met with four out of six staff holding relevant qualifications and one currently training. There are hygienic hand washing procedures for children after using the toilet but shared bowls of water are still used for hand washing before eating and after doing craft activities. The group has a visitors book but this is not always used and visitors are not recorded on the register.

### **What is being done well?**

- The staff interact well with the children. They chat to the children about what they are doing and are good at asking questions to make them think. They offer them lots of praise and encouragement in all the activities they do.
- The pre-school is situated in a modern village hall which offers plenty of indoor and outdoor play space for the children. The main hall is organised well to provide different areas for the children to play in and to make the large area feel more welcoming.
- The children enjoy a self service snack time with healthy drinks and snacks that take account of any dietary needs. Drinking water is readily available at all times from a dispenser.
- The staff manage the children's behaviour well. They remind them of the pre-school rules and give clear explanations of why behaviour is unacceptable. They give plenty of praise for good behaviour.

**What needs to be improved?**

- the register
- the safety of the children in the car park
- the hand washing procedures
- the records of medication given
- the first aid training for staff
- the complaints procedure.

**Outcome of the inspection**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
7	Ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time and keep a written record, signed by parents, of medicines given to children	22/10/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure good hygiene practices are in place regarding hand washing.
12	Ensure that written complaints procedure includes contact details for Ofsted.
6	Ensure the safety of the children when crossing the car park.
2	Ensure that the attendance register shows when visitors are present.

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

### How effective is the nursery education?

The provision at Winterslow Pre-School is of good quality overall. The children are making generally good progress in all areas of learning.

The teaching is generally good. The staff form good relationships with the children and ask them open ended questions to make them think and give them lots of encouragement. They manage the children's behaviour effectively giving plenty of praise and reinforcing the ground rules. The staff observe and record the children's progress but this information is not used to effectively identify and plan for the next steps that individual children need to take. The planning is closely linked to the early learning goals although there are some areas that are not fully covered. The pre-school has sufficient resources but they are not always available on a regular basis.

The leadership and management are generally good. The staff are aware of their roles and responsibilities and have regular meetings with the manager and annual appraisals. There is an informal induction procedure in place. The group informally assesses its strengths and weaknesses and the effectiveness of the nursery provision through discussion and thorough evaluation of daily activities. The pre-school has plans for future development of it's premises in order to further extend the provision available.

The partnership with parents is generally good. Parents receive good written information about the setting and what their children are learning. There is regular verbal exchange about the children's progress and there are regular open mornings when parents can see their children's records. The parents are asked for limited information about their children when they first attend the pre-school. The group encourages parents to help in the group but gives limited ideas of how the parents can support their children's learning.

### What is being done well?

- The children are curious and confident to try new activities. They behave well, know the ground rules and are good at taking turns. They relate well to one another and to the staff and work well as part of a group.
- The children are confident speakers and older children can use language well in real and imaginary situations. They enjoy listening to stories and can respond to simple instructions. They have good opportunities to recognise print in the environment around them.
- The children enjoy exploring and investigating objects and living things such as worms and stick insects. They have also investigated the local environment and observed its features and used them in creative activities.

- The staff form good relationships with the children. They ask them open ended questions to encourage them to think. They are interested in the children and talk to them about what they are doing. They help the children to learn the ground rules and to take turns and give frequent praise for good behaviour.

#### **What needs to be improved?**

- the opportunities for children to freely express themselves in art, design and music
- the frequency of practical activities to encourage an interest in number problems and basic calculation
- the assessment and planning for the next steps that individual children need to take
- the planning for all areas of the stepping stones including physical development

#### **What has improved since the last inspection?**

There has been generally good progress since the last inspection.

At the last inspection the key issues were to encourage the independent use of books and the recognition of familiar words, to develop staff knowledge of the Code of Practice on the Identification and Assessment of Special Educational Needs and to introduce activities which help the children learn about other beliefs and cultures.

The book corner has been made into an attractive environment with cushions and a rug to encourage children to sit and look at books although the area was not well used during the inspection. There are now many opportunities to recognise print in all areas of the pre-school. There is a SENCO who has attended training in special needs and the Code of Practice and who works in liaison with the staff and parents but there are currently no individual education plans in place for children with special needs. The pre-school now celebrates a variety of festivals to help the children learn about other cultures and beliefs. They have also discussed topics such as native American Indians.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are curious and confidently try out new activities. They have good relationships with the other children and with the staff. They are well behaved and are aware of the ground rules. They already have some independent skills but there is scope to increase the opportunities for children to do things for themselves and to increase their sense of belonging.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers most of whom use language well in real and imaginary situations. They are good at listening and enjoy story time. They have opportunities to recognise familiar print around the hall. There are limited opportunities for them to use mark making equipment and for older children to link sounds and letters. The book corner has been refurbished to make it more attractive but was poorly used at the inspection.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children have regular opportunities to count in group activities and were observed to count up to 12. They are also able to recognise numerals although the younger children need some assistance. The children are interested in shape and use size language confidently. There is scope to extend the opportunities to recognise familiar numerals around the pre-school. The children do not have sufficient opportunity to solve number problems and learn about basic calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children enjoy exploring and finding out about objects and living things. They also explore the local environment and observe the changes in the weather. They are beginning to learn about other cultures and beliefs. They have limited access to information and computer technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move freely with confidence and pleasure. They respect the personal space of others and can successfully judge body space. They are aware of their own needs and healthy practice. They have daily opportunities to increase their control over small play equipment but have limited access to large play equipment and planning does not fully cover the development of their gross motor skills or the regular use of one handed tools.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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The children know their colours and explore different textures and sensory experiences. They enjoy singing and exploring musical instruments although they have limited access to them. They do creative activities daily but do not have free access to a wide range of creative materials with which to express themselves.

**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**

- increase the frequency of practical activities to encourage an interest in number problems and basic calculation
- increase the opportunities for children to freely express themselves in art, design and music
- develop planning and assessment to ensure that the next steps that individual children need to take are effectively identified and planned for
- ensure that planning covers all of the stepping stones and particularly those relating to physical development.

*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.*