



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219266

DfES Number: 537015

INSPECTION DETAILS

Inspection Date 25/05/2004
Inspector Name Susan Marriott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Willingtots Pre-School
Setting Address The Willington Peace Memorial Hall
Church Road
Willington
Bedfordshire
MK44 3QG

REGISTERED PROVIDER DETAILS

Name The Committee of Willingtots Pre-School 1035672

ORGANISATION DETAILS

Name Willingtots Pre-School
Address The Willington Peace Memorial Hall
Church Road
WILLINGTON
Bedfordshire
MK44 3QG

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

Willingtots Pre-school opened over 30 years ago and is located within the local community building known as The Peace Memorial Hall in the centre of the village of Willington in Bedfordshire. It is managed by a committee of parent representatives and is a member of the Pre-School Learning Alliance.

There are currently 27 children aged two to five years on roll, of whom nine are funded three year olds and five are funded four year olds. The group provides appropriately for children with special educational needs and is open for five mornings a week, between the hours of 9:30am until 12 noon during school term time only.

Four staff work with the children supported by parent helpers. Over half of the staff are now qualified to level three. The setting has received support from advisory and support workers from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Willingtots Pre-School provides satisfactory quality care for children. All aspects of the provision have been carefully organised to provide a suitable environment for the children. The staff team are suitably qualified and experienced and work very well together. An organised committee of parents supports the staff who use the developing policies and procedures to underpin the smooth management of the pre-school. However, some minor amendments are required to the policies for lost and uncollected children, outings, and the complaints procedure.

The pre-school makes good use of the village hall accommodation to provide a worthwhile range of activities for the children. The staff are suitably proactive in health and safety issues, conduct risk assessments and take actions to ensure a safe environment for children. The group has generally clear procedures to promote children's health and ensure that drinking water is always available during sessions. The pre-school supports equal opportunity for all children and is making good efforts to ensure that learning about other cultures is regularly included in the programme of

learning. Children with special needs are well supported and fully included in all activities.

The staff plan a good range of indoor and outdoor activities and play opportunities which effectively promote children's learning and development. The staff interact well with the children and develop good relationships with them. The children behave well and respond positively to the consistent expectations of staff.

The staff work hard to develop good relationships with parents who have many opportunities to become involved with, and support the work of the group. Regular newsletters, daily informal discussions and an information packed hallway all help to keep parents informed of what is happening and they appear to be happy with the provision.

What has improved since the last inspection?

An operational Plan has been compiled and the staff have access to a mobile telephone at all times. Public liability insurance is in place and details of the regulatory body (Ofsted) are now included in the Complaints policy. However, the information contained is incorrect and requires clarification. The setting now takes steps to ensure that parents are aware of procedures which the group has in place regarding the administration of medication.

What is being done well?

- The experienced staff team are well organised and plan a wide range of activities which the children enjoy. There are good relationships between the staff and children and behaviour is very good. Staff interaction of consistent high quality, questioning and explanation ensures that children gain the most from activities and learn through play.
- The staff are proactive in taking the necessary steps to improve documentation, systems and procedures.
- There is a strong partnership with parents. The committee give effective support to the staff and they work together to ensure that the required documentation underpins the efficient running of the pre-school. The staff spend a lot of time and effort sustaining the very good partnership with parents and carers. Parents value the exercise books which go home half termly and the contact with other parents fostered through organised outings and events such as Ladies Day at Ascot.

What needs to be improved?

- procedures for lost children
- clarification of the procedures for uncollected children
- an operational procedure for outings
- the complaints policy

- staff training for special educational needs and child protection.

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 |
|-----|---|------------|
| 14 | Ensure that all required policies are in place including 'Lost Children', Uncollected Child and an Operational procedure for Outings. Include the correct information within the Complaints Policy. | 30/06/2004 |

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

| Std | Recommendation |
|-----|---------------------------------------|
| 2 | Create a training plan for all staff. |

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 Willingtots Pre-School is of good quality overall. The children are making generally good progress towards the early learning goals and very good progress in personal, social and emotional development.

Teaching is generally good and encourages children to learn through purposeful play. Children move freely around the spacious hall, choosing activities from those set out by staff. Staff and parent helpers move between the activities to support child led learning through interaction of substantial quality. The staff have an increasing knowledge and understanding of the Foundation Stage. Planning is somewhat basic and informal but generally effective in this small group. Plans identify the area of learning supported by an activity rather than specific learning intentions that are closely linked to the stepping stones. Activities are mainly aimed at the yellow and blue stepping stones and this leads to a lack of challenge for the older and more able children. The manageable assessment records show progress against the stepping stones but staff base their assessments upon their knowledge of the children as individuals rather than objective evidence gathered at evaluation of planned activities. Staff do not yet use the records to inform planning effectively. Children concentrate and behave well.

Leadership and management are generally good. The new committee have worked hard to support the team who work very well together in the manager's absence. The team value the manager's sensitive support during the recent process of evolution to meet the required standards. The staff evaluate the practice of the group and are committed to continued improvement.

The partnership with parents and carers is very good. Newsletters and an information packed hallway ensures that parents are well informed. Staff are keen to share what children are learning with parents and some parents share their time and skills within the group.

What is being done well?

- The setting gives very good emphasis to the development of children's personal, social and emotional skills. The daily routine of reinforcing 'The Rules' in an appropriate manner consolidates children's understanding of the expectations of behaviour.
- High quality adult interaction ensures that children develop confidence in speaking and listening in this small friendly group.
- Beautiful photograph albums provide evidence of the wide range of activities provided and are kept on display for parents information.

What needs to be improved?

- the correlation between the identified learning intentions for activities and the stepping stones
- the levels of challenge presented by the activities on offer, particularly in literacy and numeracy.

What has improved since the last inspection?

This is the first inspection of funded nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested to learn and play constructively with the activities set out for them. They are confident and sensitive towards others; reminding everyone to 'care and share'. There are warm relationships between staff, children and the local community. Children respond positively to the consistent expectation of staff and behave well. They concentrate on self chosen tasks and whole group activities. Staff assist rather than interfere, to promote children's independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff's competent interaction with children supports the development of speaking and listening skills. Staff ask open questions to make children think and to explore real and imagined experiences and ideas. Role play is used effectively. Fewer opportunities are used to help children to link sounds with letters and to become familiar with the alphabet. Children enjoy stories but do not use the book corner sufficiently. They learn to recognise their own names and make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good attention is given to the development of children's mathematical skills through daily routines such as counting, rhymes and songs. Practical activities such as weighing vegetables in the shop encourage comparisons of more or less, heavier or lighter. Children make patterns with pegs but planning does not sufficiently support specific opportunities to recognise numerals, calculate or to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate Indian foods and learn about worms and tadpoles. Children are able to build and design complex structures with wooden bricks. The children gain a sense of time and place through discussion with staff and learn about other cultures in planned activities by 'travelling round the world' and taking part in a mock wedding. Although there is no computer provision, the children use technological toys such as mobile phones and keyboards in office play.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Although plans identify a variety of activities to support fine and gross motor skills, they do not support the development of physical skills in a progressive way. This potentially limits children's progress in the use of a range of small and large equipment. Children move confidently around the hall with control and co-ordination and enjoy short exercise routines. They use an adequate range of small tools with increasing control. Health awareness is given some planned emphasis.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children have suitable opportunities to experience an appropriate range of media such as printing and painting despite restrictions placed upon the provision by the village hall. Three dimensional work in dough and plasticene is also encouraged. Good support for singing is provided by staff and children are encouraged to explore sound through freely accessible musical instruments. Children use their imaginations and respond in a variety of ways using their senses.

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

- Continue to develop the current planning systems to include clear intentions for children's learning which correlate more closely with the individual stepping stones within the early learning goals, paying particular attention to the programme for mathematical development and reading and writing aspects of communication, language and literacy. Having identified what children should learn from each activity, continue to record observations of children's achievements against the stepping stones and show how this information will be used to plan the next steps in learning.

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.