



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221830

DfES Number: 514084

INSPECTION DETAILS

Inspection Date	03/11/2003
Inspector Name	Denise May Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wyton Pre-School
Setting Address	117a Cornwall Road Wyton Huntingdon Cambridgeshire PE28 2EF

REGISTERED PROVIDER DETAILS

Name	The Committee of Wyton Pre-School 1075192
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ORGANISATION DETAILS

Name	Wyton Pre-School
Address	117a Cornwall Road Wyton Huntingdon Cambridgeshire PE28 2EF

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

Wyton Pre-school opened in the 1969. It operates from a single storey, mobile building which is situated on the base at RAF Wyton. The group predominantly serves the families of the RAF personnel who live on the base.

There are currently 23 children from two to five years on roll. This includes 3, funded three year olds and 4, funded four year olds. Children attend for a variety of sessions. The group opens for 10 sessions per week during school term times. Sessions are from 09:10 to 12:10 hrs each morning and 12:50 to 14:50 hrs each afternoon. Four staff, in total work with the children. All of the staff have early years qualifications to NVQ level 3.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Wyton Pre-school provides good care for children.

The effective management of the group ensures that staff are clear about their roles and responsibilities. Staff are well qualified, are committed to ongoing training and the development of the group. However, the procedure for staff employment is not comprehensive. The good use of the building and careful selection of well maintained, appropriate resources give children many opportunities to learn, explore and develop in all areas of learning. Most policies and documentation are in place. However, the operational plan is not collated.

Children's safety and welfare is given high priority. Comprehensive risk assessments and effective procedures are in place in order to offer protection for children and ensure they are cared for in a safe environment.

The children who have access to the group are able to take part in fun, interesting activities and have use of a broad range of resources. Children's needs are met on

an individual basis, particular care is given to the younger children who's differing needs are met. Staff give appropriate support to children with special needs and children's behaviour is very good; staff are consistent in their approach and encourage positive behaviour.

There is very good partnership with parents. Staff gather detailed information from parents so that children feel secure in the group, and parents are kept well informed of the progress their children make.

What has improved since the last inspection?

At the last inspection, the committee of Wyton Pre-school agreed to obtain parental permission enabling them to seek medical advice and or treatment in an emergency situation and to ensure the parents were aware of the child protection policy and procedures prior to their children starting at the group. Parents now sign to say they are aware of these documents and appropriate written permission for treatment is now in place ensuring children's welfare is given high priority.

What is being done well?

- Thorough procedures, which include comprehensive risk assessments, ensure children are cared for in a safe environment.
- The good use which is made of the environment and appropriate resources ensures that the children have access to a range of stimulating play opportunities.
- An effective behaviour management policy, which, is consistently implemented by all staff, allows children to feel secure and understand what is acceptable behaviour.
- Parents are valued as partners in care. Good systems of communication, information gathering and sharing allow children to be cared for according to parents wishes.

What needs to be improved?

- The procedures for the employment of new staff
- The organisation of the operational plan and updating of the child protection policy.
- The procedures to ensure the record of medication administered to the children is always signed by the parent carer.

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	implement procedures for employment of new members of staff
13	update the child protection policy
7	ensure the record of medication administered to the children is always signed by the parent carer

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

How effective is the nursery education?

Wyton Pre-school offers good quality nursery education. Children are making very good progress in their personal, social and emotional development, their creative development and their knowledge and understanding of the world. They make generally good progress in all other areas of learning.

Teaching is generally good. Staff, have a very good knowledge of the Foundation Stage. Effective planning, to which all staff contribute, ensures the educational programme covers all areas of learning in an interesting way. The assessment of children's learning takes account of the stepping-stones. However, these do not directly link into the planning process so opportunities to influence teaching could be missed. Staff, know the children well and are skilled at adopting different approaches to engage children in activities. The key strengths in many areas of learning are due to the quality of the interaction of staff with the children and the support given in developing their skills. Children behave well. They understand the agreed group rules, which are reinforced appropriately. The minor weaknesses occur when opportunities are not taken to develop concepts and ideas. Children who have special educational needs are well supported.

Leadership and management is generally good. Staff, are committed to training, are supportive and share the workload effectively. The group have a programme of self-evaluation and staff appraisals. However, the committee are not currently involved in this process.

The partnership with parents and carers is very good. Parents are actively involved in all aspects of the group. Information is gathered and shared in a variety of ways including open evenings, ensuring all parents can access the facility and be involved in their children's learning. Reports on the progress children are making towards the six areas of learning have recently been introduced.

What is being done well?

- The very good relationships the children have developed with peers and adults, ensures they are secure in the setting. They are happy, confident and motivated to learn.
- The emphasis, which is put on developing the children's creativity, ensures that children use their imaginations to support all areas of learning.
- The access to interesting, planned and spontaneous activities ensures children have a very good understanding of nature and the local community.
- The very good relationship between staff and the children's parents/carers enables them to be included in their children's learning.

What needs to be improved?

- The procedures for ensuring a clear link is made between the assessment of what the next steps for children's learning are and how this influences the planning of activities.
- Children's awareness of staying healthy and the effects of exercise on the body
- Children's spontaneous use of books for enjoyment and the development of children's understanding of calculation.

What has improved since the last inspection?

At the last inspection, the committee of Wyton pre-school agreed to develop the system for assessment, providing opportunities for parents to contribute to them. They also agreed to record children's achievements, against each area of learning and identify the next steps for children. They also agreed to develop the 'home activity sheets', which were in place.

Generally good progress has been made at addressing these key issues. A new, clear and comprehensive method of assessing and recording children's achievements is now in place. Staff, identify and plan the next steps for children informally. The 'home activity sheets', which were in use, have been replaced with weekly interest, nature, letter and sound recognition topics. Parents and children enjoy researching and collecting items for the variety of topic tables.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good. Clear boundaries are set and consistently applied by staff. Children make choices throughout the session and are developing good concentration skills. They are motivated to learn, are confident, happy and settle well in the group. Children relate well to each other and adults and have a strong sense of community. They have good self-esteem, which is nurtured by the staff. The children are independent, requesting help when appropriate and are able to self-care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language, writing and pre-reading skills are developing well. They use language to negotiate with peers and adults, are linking sounds to letters and match sounds to the alphabet. Children are skilled at writing for a purpose forming letters correctly. They enjoy mark making in their role-play. Children enjoy listening to and joining in with familiar stories, can read familiar words understanding that print carries meaning. However, they make little spontaneous use of the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and beyond. They recognise numerals, use numbers and mathematical language in context during play situations. They have a very good understanding of size, shape and use mathematical concepts to solve practical problems. Good resources support children in their learning, which is reinforced by staff through practical activities. However, staff do not always use opportunities to introduce concepts such as combining groups of numbers or addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world through planned and spontaneous activities. They enjoy talking about past and present events. The regular visits out into the local area, combined with the many visitors into the group from the local community enrich the children's learning experience. There are many opportunities to use a variety of information technology equipment and a planned programme to learn about other cultures and beliefs. Children build and construct using a range of materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop an awareness of space and others around them during group activities. They enjoy using a wide range of resources, tools and equipment, which they do safely and with developing control. Children have opportunities for movement, climbing and balancing on a daily basis both indoors and out, including a bad weather surface. Limited emphasis is given to recognising the changes to their bodies after activity or to developing an understanding of why it is important to stay healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing simple songs and ring games on a daily basis and are able to use music and beat to support other areas of learning as well as for enjoyment. Children are given lots of good opportunities to explore texture, colour and form in 2 and 3 dimensions, through a range of planned and free choice activities where they can develop their imaginations and creativity. They enjoy role-play in a variety of situations, and are learning to communicate their ideas, thoughts and feelings.

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

- Ensure a clear link is made between the assessment of what the next steps for children's learning are and how this influences the planning of activities.
- Develop the children's awareness of staying healthy and the effects of exercise on the body
- Encourage the children's spontaneous use of books for enjoyment and the development of children's understanding of calculation.

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.