



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400317

DfES Number: 517081

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Lindsay Helen Dobson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Smart Start Wistow Community Pre-School
Setting Address Wistow Jubilee Hall
Jubilee Road, Wistow
Selby
North Yorkshire
YO8 3YP

REGISTERED PROVIDER DETAILS

Name The Committee of Smart Start Wistow Community Pre-School

ORGANISATION DETAILS

Name Smart Start Wistow Community Pre-School
Address Wistow Jubilee Hall
Jubilee Road, Wistow
Selby
North Yorkshire
YO8 3YP

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

Smart Start Wistow Community Pre-School opened in 1989. It operates from the Jubilee Hall in the village of Wistow, close to Selby. The group has use of a large play room plus an additional side room, a kitchen area and toilets. There is a large enclosed outdoor play area. It serves families from the local rural community.

Sessional care is provided for 24 children age 2 - 5 years. There are currently 15 children on roll, this includes 13 funded three and four-year olds. Children attend the group for a variety of sessions.

The group opens Monday to Friday during school term times. Sessions are from 09:15 to 11:45.

There are four members of staff who work directly with the children, two of whom hold appropriate childcare qualifications, whilst the others have attended a variety of relevant childcare courses. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Smart Start Wistow Community Pre-School provides good quality care for children. The premises are safe, clean, well maintained and welcoming with activities well set out for the children's arrival. There are clear routines throughout each session to help the children feel secure.

Staff supervise and support the children well to help keep them safe and they provide them with healthy and nutritious snacks, during the session. They promote the children's awareness of the need to follow good routines of personal hygiene.

There is a very good selection of suitable toys and activity resources, for the good range of stimulating and enjoyable activities provided for the children. The staff interact with the children enthusiastically and know them well. The key worker system operated at this group, ensures that each child's needs are identified and

met. The children respond well to the staff's, consistent, positive management of their behaviour and enjoy the praise they receive for their good behaviour.

Staff have very good relationships with the parents, who are welcomed and kept well informed of their child's progress and activity within the group. Information is shared in many ways to enable the staff and parents to work together to meet the children's needs. Most documentation, meets requirements, is well maintained and professionally organised.

What has improved since the last inspection?

not applicable

What is being done well?

- The children enjoy a good range of stimulating activities, which are well planned to cover all areas of play and learning and to ensure that the needs of all children are met. Staff interaction with the children is very good. They are particularly interested in what the children have to say and encourage them to explore, work things out for themselves and make decisions.
- There is a very good range of age appropriate, safe and well maintained toys, play equipment and activity resources, to provide enjoyment and stimulation for the children and to promote their awareness of the wider world. The children have very good access to the range of activities available at each session and can ask for additional resources of their choice, as different resources are available each day to provide variety.
- The children are recognised and valued as individuals, yet they are treated with equal concern. They are encouraged to share, to take turns and to respect each other. The staff know the children well and they operate a key worker system which enables them to get to know their key children particularly well. This helps the staff to ensure that the needs of every child are met.
- The staff manage the children's behaviour appropriately, consistently and positively. All staff are familiar with the group's policies, which are available for parent information at each session. The children are very well behaved and enjoy the praise freely given by the staff.
- Staff have excellent relationships with the parents and they share information regularly to identify and meet the children's needs. Parents are given information about the provision in a variety of ways and the children's key workers, ensure that parents are fully informed about their child's progress.

What needs to be improved?

- the complaints procedure
- the child protection policy.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
12	Ensure the complaints procedure shows Ofsted's details
13	Ensure the procedures show how Ofsted are informed of any concerns with regard to Child Protection.

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

How effective is the nursery education?

Smart Start Wistow Community Pre-School offers very good quality education. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff's very good knowledge of the foundation stage enables them to plan and assess children's progress effectively. All children's individual needs are planned for well. The key worker system is very effective, enabling staff to build up strong relationships with the children, and they know each child very well. Staff are constantly involved with children through both planned and spontaneous activities. They provide many opportunities to further extend their learning through asking challenging questions and giving good support. Excellent planning and organisation of resources means that children access a wide range of interesting activities and are able to make independent choices. The children's behaviour is managed effectively. Clear boundaries and agreed rules are set, and constantly reinforced by staff, in a positive manner.

Leadership and management is strong and well structured. Staff are highly motivated and have a shared understanding of good quality early years practice. The Pre-School Leader and Committee are committed to developing each staff member's full potential, through a comprehensive training programme. All staff are very clear of their own roles and responsibilities.

Partnership with parents is very good. Parents are kept informed of the setting and their children's progress, and have opportunity to share what they know about their child. Key worker relationships are very strong; parents are confident in knowing that staff treat children as individuals.

What is being done well?

- Staff give high priority to nurturing the children's personal social and emotional development. As a result, children have a strong sense of belonging, and are secure enough to be able make very good progress in all other areas of learning.
- Children are given many opportunities to explore and investigate in the world around them. They express a great interest in new activities and are highly motivated to learn.
- The learning environment is made to be very attractive and exciting for children. There are many opportunities for children to express themselves through music, movement, and by using their imaginations.
- Practical everyday activities are used effectively, enabling children to begin use mathematical language for calculation, and make many attempts to write for a purpose.

- The children are developing increasing independence skills. They are able to carry out simple tasks, and have a growing awareness of managing their own personal independence. Most children are able to make independent choices when accessing a range of activities.

What needs to be improved?

- the opportunities for children to use independence at snack time.
- the opportunities for children to see written numerals.

What has improved since the last inspection?

The group has made very good progress in addressing the key issues identified in the previous inspection report. These required the setting to organise large group activity sessions more effectively. Staff are now aware of group sizes and children's individual abilities. They ensure group activities are interesting and stimulating, whilst providing for children who cannot maintain sufficient concentration.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very secure and confident. They relate well to adults and each other, and have a strong sense of belonging. Their concentration skills are very good in both group and individual activities. They listen well, and all are very keen and interested to learn. Most children are developing an increasing awareness of the agreed behaviour rules. They are becoming more independent, carrying out simple tasks and selecting resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact confidently with both adults and each other. Children are beginning to develop good reading and writing skills. They are able to recognise letters and some can write their names. Most children are able to recognise their own name at self registration. All children make attempts to write for a purpose in mark making and role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident at counting to ten and beyond. Most children are beginning to recognise numerals to five and some beyond. Children are beginning to develop and use mathematical language to describe shape, size and position. Children are beginning to use language for calculating and comparing numbers, in both planned and practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore and investigate, and effectively learn about the world and their environment both indoors and out. All children are developing increasing skills in using information and technology equipment for a range of purposes. Most children are skilled at selecting tools and objects for designing and building, and use these competently. Younger children are able to select and use resources with support.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to move safely and confidently both indoors and outdoors. They demonstrate good control when using both large and small equipment, and have a good awareness of their space and each other. All children are developing a good sense of health and bodily awareness, and they enjoy using their bodies to express themselves through music and movement. They are confident in moving imaginatively, and find many ways to travel around, under and through equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to explore shape, colour and texture in a variety of ways. They express their ideas freely through music, stories, art and design. All children enjoy singing and some are able to make up their own songs. Imaginations are used well in both planned and spontaneous activities, where children can act out real and imagined experiences, involving adults and each other.	

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 however consideration should be given to improve the following;
- the opportunities for children to use independence at snack time
- the opportunities for children to see written numerals.

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.