



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 300784

DfES Number: 530138

INSPECTION DETAILS

Inspection Date	19/01/2005
Inspector Name	Sharron Hall

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wizz Kids Pre-School
Setting Address	Sunnyvale Road Sheffield South Yorkshire S17 4FB

REGISTERED PROVIDER DETAILS

Name	The Committee of Wizz Kids Pre-School
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ORGANISATION DETAILS

Name	Wizz Kids Pre-School
Address	Sunnyvale Road Sheffield South Yorkshire S17 4FB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Wiz Kids Pre-school have been registered since June 2001. They operate from a porta cabin, which is situated in the grounds of Totley Primary school, in the Totley area of Sheffield.

The porta cabin has two main play rooms, office/staff room, toilets, kitchen and a fully secured outdoor play area, which is also shared with the reception class in school.

They are presently registered to care for 24 children aged two to eight years. They offer full day care, a breakfast club, after school and holiday play care. There are currently 35 children on role, this includes 12 three year olds and 10 four year olds who are funded. There are no children with special needs or English as a second language attending at present.

There are seven staff working at different times throughout the week, five of whom hold relevant childcare qualifications and two who are working towards.

Currently the pre school do not have input from the EYDCP, but they are currently undertaking module four on the Kite mark scheme.

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

How effective is the nursery education?

Wiz Kids Pre-school provides very good nursery education for children. They offer a warm, friendly atmosphere where children are well settled and supported. Children respond well to a wide and varied range of stimulating activities, are eager to learn and make good progress towards the early learning goals.

The quality of teaching is generally good. Staff are enthusiastic, work well as a team and provide a stimulating program of activities to engage the children and develop their learning skills. However some opportunities are missed and some pre cut activities do not promote children's cutting skills.

Relationships are generally good, both with children and parents. Staff have high expectations of children and behaviour is good overall, they respond to the positive praise and encouragement which is ongoing, staff are good role models.

The staff team are successful because of their level of commitment within the group, all are prepared to commit to ongoing training in order to further enhance their service.

Relationships with parents and carers is good, information sharing is positive and the staff ensure that parents are kept updated about their child's progress and the plans for the group, both daily, within the group setting, through a variety of mediums, e.g., daily contact, the notice board, newsletter, key worker and children's records, open evenings etc.

What is being done well?

- Children are encouraged to be confident, enthusiastic and enjoy learning through play.
- A range of activities are available where children can focus on their own health and safety and the safety and awareness of others without being too restricted. Through good relationships with staff and each other, children are learning to respect and care for themselves and the world around them, they are eager to participate, take turns and share and care for each other.
- Staff respond well to the children's individual needs and are eager to provide appropriate stimulation and flexibility to allow children to develop individual skills.

What needs to be improved?

- the accessibility of a range of one handed tools to refine skills or develop new techniques for more able children.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy and confident within the group, well motivated to independently access the varied play opportunities on offer. Relationships are very good, children approach adults confidently and are able to express themselves freely. They are sensitive of each other and of the world around them. Behaviour within the group is generally good and children respond very well to the positive praise and encouragement from the staff, who are good role models.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children can talk confidently, develop language skills and contribute with interest. they respond to questions and discuss with each other and staff about everyday occurrences. They are able to listen when necessary and recognise familiar letters and sounds. Children use practical opportunities to recognise, develop, and practise their writing skills, in everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use simple addition and subtraction in everyday activities, they use role play situations to discuss size, price, quantities, patterns and practical problem solving. They are able to use a range of activities to consolidate their learning using shape, size and numbers and often use sequencing materials/games, as well as ongoing rhymes and singing experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have opportunities to explore their own environment, they respond enthusiastically to visitors and visits to local places of interest. They can recall and relate to displays and photographic evidence of their pre-school experiences, families, likes and dislikes. They use a range of toys and resources to make models and find out how things work, and are becoming more skilled in the use of everyday technology and programmable resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good spatial awareness, they are able to negotiate obstacles and be aware of others during their play. They use large and small tools well generally and are able to handle pencils, and other tools with increasing control, however opportunities to refine cutting skills and scissor control are sometimes missed. They use a variety of large and small equipment everyday as part of the normal routine.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a wide and varied range of resources and materials on a daily basis and are able to express their own creativity to explore colour, shape and texture. They use role play to imagine different drama scenarios such as parties, family life and babies, and the football match. Children are enthusiastic when taking turns and sharing experiences.	
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 key issues to be addressed, however a point for consideration is:
- ensure more able children can access a range of one handed tools to refine skills or develop new techniques.

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.