



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314748

DfES Number: 523092

INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Jackie Phillips

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Wolds Pre-School
Setting Address	Scout Hut Burnby Lane, Pocklington York YO42 2QB

REGISTERED PROVIDER DETAILS

Name	The partnership of Elizabeth Pimm, Chris Cronin & Lesley Smith
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ORGANISATION DETAILS

Name	Elizabeth Pimm, Chris Cronin & Lesley Smith
Address	Scout Hut Burnby Lane, Pocklington York YO42 2QB

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

The Wolds Pre School operates from the Scout Hall close to the centre of the town of Pocklington. It was first established in 1979 and has been registered since 1981. The group provides sessional care for children of Pocklington and surrounding villages. Care is provided in one main area of the hall and the group have daily use of an enclosed outdoor area and the scout club's playing field for occasional play activities.

The setting is registered to provide care for 26 children, and currently operates each morning and afternoon Monday to Friday between the times of 09:00:11.30 and 12.30:15.00 term time only. Places are available to children from two years to school age. There are currently 70 children on roll of whom 34 3-year olds and 12 4-year olds are in receipt of nursery education funding. The setting is able to provide very good support for children with special needs and for those who use English as an additional language.

The group's leaders are qualified and well experienced and are occasionally assisted by parents who volunteer to help at some sessions. The setting is a member of the Pre School Learning Alliance and receives support from the Local Authority.

How good is the Day Care?

The Wolds Pre School provides good quality care for children and is meeting the 14 National Standards well. The joint leaders of the group are an established team and work very well together. Space inside and out is used effectively and an interesting and stimulating environment is created. The broad and balanced variety of activities meets the developmental needs of the age range of children.

There is consistent attention paid to health and safety procedures. High levels of adult supervision are maintained. The children have regular access to fresh drinking water and taste a variety of fresh fruit on a daily basis. Children's awareness of diversity is promoted through play and suitable equipment with the exception

however, of resources to promote disability awareness. The carers have a good understanding of child protection procedures and information is shared with parents.

There is a very good range of toys and equipment provided for the children which are of a high quality. Wall displays are evident of a range of themes and topics, and emphasis is placed on creative work being children's own interpretation. The setting has a positive approach to supporting children with special or additional needs. The adults of the setting have realistic expectations of managing behaviour and the interesting routine ensures children are fully engaged in purposeful play activities and disputes are kept to a minimum. There is a very good system in place to reward children's good behaviour and celebrate their achievements.

A positive partnership between parents and carers is evident and they chat informally together as they enter and leave the setting. Parents are made to feel welcome and a valuable addition to the team if they wish to attend as a volunteer helper. They regularly contribute to topic work that is being developed at the setting, and are provided with a very good range of information that is written, verbal and visual to keep them fully informed.

What has improved since the last inspection?

not applicable

What is being done well?

- The adults of the setting are a well established team and work effectively together. They are fully aware of each others strengths and exploit this to the benefit of the children, such as when introducing drama into story telling and the very good implementation of the reading scheme.
- There are effective relationships fostered between children and adults. The adults know the children very well and meet individual needs. Supervision is of a high level and contributes to maintaining children's safety and behaviour management. Children's successes and achievements are rewarded with verbal praise, stickers and special certificates.
- Regular communication with parents ensures they are kept fully informed. Parents and adults chat informally with each other and children's progression is communicated through a verbal and written system. Parents are encouraged to support their children's interests and learning at home by the transfer of reading books and worksheets between home and pre-school. Parents views regarding this system are valued.
- The routine of the setting is well balanced and meets the developmental needs of the children. The setting is planned and appropriately presented prior to children's arrival and a stimulating and challenging environment is created that is interesting for young children. Children access some adult led activities but their free choice and creative expression is greatly encouraged.

What needs to be improved?

- the complaints policy, which is not factually correct and lacks consistency between the one displayed and the one contained in the policy folder
- the resources to promote children's awareness of disability
- the recording of children's individual arrival and departure times.

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	Record children's individual arrival and departure times to maintain effective safety precautions.
10	Improve resources to promote children's awareness of disability.
12	Ensure the complaints policy that is displayed and filed is consistent with relevant information and includes the contact details of the regulator (Ofsted).

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

How effective is the nursery education?

The Wolds Pre School provision is of a high quality where children are making very good progress towards the early learning goals. The adults of the setting work very well together and support each other. They draw upon their individual interests and strengths to provide enhanced learning opportunities for the children. A positive commitment to regular training ensures that professional development enhances the child care practice.

Teaching is very good and to a high standard. Adults make excellent use of their time and each session is well planned, prepared and organised. Children are taught consistently and effectively with lots of opportunities for learning to take place through a varied range of first hand practical activities. Adults ensure high levels of observation, supervision and interaction are available to the children. They support, encourage and challenge the children's learning and development through a careful and purposeful planning process. Children's progression is recorded and shared with parents.

The setting is led and managed very well. An excellent range of activities are available that offer stimulating and interesting learning opportunities. Adults know the children well and respond promptly to individual need. They have realistic expectations of managing children's behaviour, resulting in well behaved, polite children. A commitment to providing a service for parents and children to a very high standard is evident. Good systems are in place to monitor and evaluate the effectiveness of the nursery education and the smooth operation of the setting.

Partnership with parents is very good and positively impacts on children's learning potential. Parents are kept very well informed through a variety of methods including visual, verbal and written information. Children's learning experiences are shared at home and parents comments are valued. Parents are positively welcomed into the setting and secure relationships are fostered.

What is being done well?

- A stimulating and challenging environment is provided for children with defined areas to meet their all round developmental needs. Children can access a range of resources inside and out and they choose carefully and with confidence. The appearance of the setting is greatly enhanced by a range of wall displays relating to themes and topics and with a clear emphasis on creative work being implemented by the children.
- A broad and balanced curriculum is provided that allows ample opportunities for children to learn from first hand experiences. Every day practical situations help to reinforce learning and adults use spontaneous events to exploit learning potential. The routine of the session is well planned with a clear structure in place.

- Planning is purposeful and addresses the six areas of learning by a thematic approach involving a range of learning activities. There is a clear system in place to record and observe children's development and share this information with parents. The setting regularly evaluates its effectiveness of nursery provision and addresses issues for improvement.
- There are very secure relationships between children and adults of the setting and between parents and carers. Children relate well to each other and approach their carers with ease and confidence. They share jokes and discuss events outside of the setting. The effective partnership with parents is valued and they share information which positively impacts on the well being and development of the children.

What needs to be improved?

- the attention given to informing children of bringing their play to a closure, prior to resources and equipment being tidied away.

What has improved since the last inspection?

Very good progress has been made since the last inspection. A very good system is in place to involve all children in group or focused activities. Children's achievements are recorded and weaknesses identified to support future planning. Adults of the setting are aware of their individual roles and responsibilities when leading activities and meet regularly as a team to discuss the effectiveness of the provision for nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and leave their parents with confidence. They relate well to each other and adults within the setting. They share and take turns and are able to co-operate and negotiate. They are becoming increasingly confident and independent and make their needs known. They behave very well and show an understanding between right and wrong. They display signs of frustration when play is interrupted without warning, for example when requested to tidy their toys away for snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

By use of the Jolly Phonics language scheme children are very familiar with shape and sounds of letters of the alphabet. They are eager to practise their writing skills and older children attempt to write captions underneath their pictures or art work. Books are used well both within the setting and at home. Language development is supported by the adults, very good use of open ended questioning and by encouraging children to think and provide explanations themselves.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

First hand experiences to support simple number operations are used well and children respond to "How many" regularly. They make mathematical calculations, problem solve and use positional language well within their play. Sand and water provides lots of opportunities for children to become familiar with weight and capacity and for simple experiments to occur. Most children can count reliably up to 10 and some beyond. Four year olds can follow an sequence and can complete quite complex patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities are provided to allow children to experiment and investigate. They question adults frequently and use a range of tools to develop their understanding e.g. magnifying mirrors, magnets and hand held computers. Resources include a range of technology equipment that children are confident at using. They are becoming increasingly familiar with the wider world by the celebration of different festivals and by exposure to resources and pictures that represent cultural diversity.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good access to the settings outdoor space and use a varied range of equipment to develop their physical skills. Smaller equipment such as balls, scissors, pencils and dough cutters develop their manipulative skills and promote accurate hand eye co-ordination. Children are very aware of the need to eat a healthy diet of fruit and vegetables and taste a wide selection of fruit on a daily basis. Children move around the setting confidently and when involved in imaginative activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's art and creative work is to a very high standard and work produced is clearly representational. They paint and draw carefully with precision and take a pride in the finished product. They use musical instruments frequently and they have an extensive repertoire of songs and rhymes. Children use their imagination extremely well, especially when involved in acting out familiar stories and when participating in role play activities.

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, but consideration should be given to improving the following:
- the opportunity for children to be informed of the time when play activities are required to be brought to a closure.

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.