



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146927

DfES Number: 522253

INSPECTION DETAILS

Inspection Date 03/02/2004
Inspector Name Kay Williams

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wellington Community Pre-School
Setting Address Wellington Primary School
21 Wellington Avenue
Chingford
London
E4 6RE

REGISTERED PROVIDER DETAILS

Name The Committee of Wellington Community Pre-School 1031235

ORGANISATION DETAILS

Name Wellington Community Pre-School
Address Wellington Community Playgroup
21 Wellington Avenue
Chingford
London
E4 6RE

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

Wellington Community Pre-School operates from Wellington Primary School, in Chingford. The setting is separate to the school with its own entrance and is run by an independent management committee. The premises is purpose built and the pre-school uses the schools nursery class outdoor play area which has been specifically developed for under fives. The local area is predominantly residential with a good range of amenities close by. The setting serves families from the local and wider community.

The group operates mornings only, during term time, between the hours of 09:15 until 11:45. Children attend for a variety of sessions. There are 30 children on roll at present. This includes 13 funded 3-year-olds. No funded 4-year-olds currently attend. The setting supports children who are learning English as an additional language. No children currently attending have special educational needs, although the group is open all children.

There is one full time and five part time members of staff who work directly with the children.

Over half of the staff are qualified child care practitioners and several staff members hold a first aid qualification. All unqualified staff are working towards an appropriate qualification. The setting receives support from a recently appointed qualified teacher from the Early Years Child Care Partnership of Waltham Forest. The pre-school has recently been awarded with the Pre School Learning Alliance accreditation scheme certificate.

How good is the Day Care?

Wellington Community Pre- School provides good quality sessional day care for children.

The Pre-school is well managed and the motivated staff team provide a warm and welcoming environment for the children. The premises is set out with children in

mind and the range of equipment offered is both age appropriate, safe and well maintained. Documents and record keeping is of a very high overall, although the complaints procedure lacks a little detail.

Areas for promoting children's health are good, they enjoy a balanced healthy mid morning snack and their personal health needs are appropriately met. Children are positively recognised as individuals and cultural diversity is valued, children who are learning English as an additional language are particularly well supported.

Children are very well behaved. Staff provide positive role models and the well written behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped very effectively. Adults plan a wide range of activities which are stimulating, interesting and promotes children's learning very well.

Parent's express high level of satisfaction with the standard of care and education offered at the Pre- School. Written reports and verbal feedback keeps them up to date with their children's progress and they are actively encouraged to help out in the group whenever they can.

What has improved since the last inspection?

not applicable

What is being done well?

- The staff team work well together, they are committed enthusiastic and clearly enjoy their role. They have good links with the local authority Early Years Development Child Care Partnership and regularly attend meetings and training sessions in order to develop and evaluate their practice.
- Partnerships with parent's is a particular strength. Parent's express high levels of satisfaction regarding the service they receive. Written information is readily available and many parent's take up the offer of helping out during one or more of the sessions. There is a strong parent management committee in place which actively supports partnerships.
- The behaviour management policy is well written and consistently implemented by all staff. As a result children's behaviour is excellent.
- The wide range of well planned activities positively promotes children's learning within all areas of the curriculum. They are confident learners who clearly enjoy their time at the pre-school.
- Record keeping is a strong feature of this setting, therefore staff and parent's have clear expectations and practice is consistent.

What needs to be improved?

- information for parent's regarding Ofsted's role within the settings complaint procedure.

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
14	Include within the existing complaints procedure, details of how parent's may contact Ofsted.

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

How effective is the nursery education?

Wellington Community Pre-School provides very good quality nursery education and children are making very good progress towards all of the early learning goals. Their behaviour is excellent, their levels of independence high and they demonstrate positive, enthusiastic attitudes which makes them confident learners. The programme for mathematical development is also very good, although provision of practical mathematical activities is a minor point for consideration.

The quality of teaching is very good. Staff encourage children's independence and good behaviour. Staff are calm, gently spoken and the children are happy and co operative. Staff knowledge of the foundation stage curriculum enables them to plan an interesting and appropriate range of activities, which extends children's learning very well.

Leadership and management are very good. Success of the setting is due to the well structured management system and an effective staff team who work well together. Staff share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training.

Partnerships with parents are very good. Parents are well informed of the curriculum and they are kept regularly informed of their children's progress. They openly express satisfaction with the service they receive and many take advantage of the opportunity to help out in the setting.

What is being done well?

- Strong leadership creates a shared ethos of very good early years principals. Staff are enthusiastic about their work and endeavour to further their skills and knowledge through additional training and self evaluation.
- Children speak clearly and fluently as a direct result of staff engaging in their conversations and questioning their play in order to promote their thinking and extend their knowledge.
- Assessment of children's achievements is closely linked with curriculum planning. Staff therefore have sound knowledge of children's abilities and are subsequently able to plan activities which are suitably challenging for children and encourage them to move forward with their learning.
- Parents are offered good information about the setting's ethos, aims and objectives. They are kept well informed regarding their child's progress and are able to extend their learning at home. The rota for parents to help out in the setting is well used.
- Children are confident and very well behaved. They demonstrate good levels of independence, especially when selecting their own resources.

- Staff's clear understanding of the early learning goals leads to well planned activities which engages and sustains the children's interests in all areas of learning.

What needs to be improved?

- plans for the provision of practical mathematical activities which promote children's learning of high numbers, as appropriate to the future development of the children attending.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Effective assessment of children's development within all six areas of learning, appropriately informs the curriculum planning. Intended learning outcomes are defined which significantly promotes learning and children's progress. The cycle of assessment and planning in place has significantly raised the standard of education offered.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. Their behaviour is excellent and they demonstrate good levels of self confidence, sharing thoughts and ideas at story time quite spontaneously. Relationships are positive, children work well together, they all willingly participate in tidying up. They are able to work independently and to take turns fairly during board games such as dominoes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication, language and literacy is very good. Children are developing their reading skills well and can recognise their own name and older children can recognise other children's name too. They are beginning to learn to write and opportunities to write for a variety of purposes are widely available. Children enjoy using books independently and listen attentively during story time. They are articulate and speak clearly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress within the programme for mathematics. Children can count reliably, some to ten and occasionally beyond. They use mathematical language to appropriately describe shape, size and position, computer games support this aspect of learning well. Practical every day activities such as snack time allow the children to consider simple concepts of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's development of knowledge and understanding of the world is very good. Children enjoy modelling and wood work activities which extend their skills in design and building. They celebrate a range of different festivals and learn about their own culture and those of others. They are taught about natural and living things. They previously planted bulbs, which they are currently observing as they grow. Children have a good sense of place and talk about features of their environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The programme for physical development is very good. Staff make excellent use of the out door area to provide opportunities for children to develop skills such as running, climbing and balancing. They are confident movers and demonstrate a good understanding of space. They are taught the importance of hygiene and the hospital role play area is allowing them to develop a good understanding of bodily awareness. Children use tools and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are making very good progress within the programme for creative development. They express their ideas through a range of art activities during which they learn to explore colour and texture. Regular opportunities are planned for children to listen to and make their own music. They make good use of props, artifacts and small world resources to re tell stories and engage in meaningful role play. They experience a variety of activities which allow them to use their senses.

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 the following:
- ensure that older more able children are provided with opportunities to become involved in practical activities which encourages their use of high numbers, at a time which is developmentally appropriate for them as individuals.

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.