

Wetley Rocks Pre-School

Inspection report for early years provision

Unique Reference Number	218278
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Inspector	Maxine Williams
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Registered person	The Trustees of Wetley Rocks Pre-School
Type of inspection	Integrated
Type of care	Full day care, Sessional care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Wetley Rocks Pre-School is a committee run provision. It opened in 1972 and operates from the Village Hall in the rural area of Wetley Rocks in Staffordshire. A maximum of 26 children may attend the group at any one time. The setting is open each Monday and Friday from 09.00 to 12.00 and each Tuesday, Wednesday and Friday from 09.00 to 15.00 during school term time only. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The Pre-School employs eight members of staff, seven of which work directly with the children. Of these, six of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where they learn the importance of good personal hygiene through well planned routines. They know they need to wash their hands before snack and meal times and after using the toilet. Children's health is well protected by the successful implementation of policies and procedures. Accident and medication systems are fully understood and all records are accurate and up to date. The majority of staff have current first aid certificates and there is a fully stocked first aid box available. Parents are made aware that children can not be cared for if they become ill, which means that the risk of contamination is reduced. Children's understanding of how to keep themselves healthy is promoted through topics and conversations. They discuss the effect of activity on their bodies, taking turn to be the 'Jack in the box', jumping up and down and then talking about how they felt. This means that children begin to recognise ways to keep themselves healthy and to take responsibility for their own well-being.

Children enjoy a wide range of activities, which contributes to their good health. Regular outdoor play sessions help children make progress in their physical abilities. For example, children move with control and coordination when they navigate a course of objects, they weave in and out of cones, skip around bean bags and jump along hoops. They enjoy playing on the slides, climbing frame and seesaw, taking turns and manoeuvring around each other well. They join in the activities with enthusiasm and are able to rest and be active according to their needs.

The pre-school provides a healthy and nourishing range of snacks that appeal to the children and meet their nutritional needs. Snack times are sociable occasions; children sit down together in small groups to share nutritious foods such as an assortment of fresh fruit and vegetables. Children's independence is promoted as they are encouraged to pour their own drinks and helpers are chosen to give out the plates and cups. Staff sit with children and offer assistance, when required. Children's individual dietary requirements are recorded and alternative options are always available.

Staff work in partnership with parents to provide healthy meals for children who eat lunch at the setting. Parents supply packed lunches and staff give them information on healthy options for lunchboxes, in order that children develop their understanding of the benefits of a healthy diet and making healthy choices. Staff educate children about the benefits of eating fresh fruit and vegetables and also about foods that are not healthy. Fresh drinking water and milk are available to drink at snack times and drinking water is available during sessions. However, the water is inaccessible to some children and staff do not routinely remind children to access the water. As a result of this, it can not be ascertained that all children will drink enough to keep themselves fully hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Most activities take place in a large hall, which can be sectioned in the middle for different activities and age groups. There is also a small side room, which the younger children use for registration and circle time. There is an enclosed outdoor play area, which is mainly lawned and is safe and suitable for children's play and enjoyment. The pre-school has a wide range of good quality and developmentally appropriate resources which meet safety standards. When not in use they are stored in a large storage area and a selection is set out each day for children to choose from. They are able to access alternative resources, with staff assistance. Consequently, children are able to make decisions about their own play and learning.

Hazards to children are reduced because the staff are usually attentive and use daily detailed risk assessments to reduce possible dangers, meaning that children are generally able to move around safely, freely and independently. However, not all accessible electric sockets are fitted with covers, potentially compromising younger children's safety. Staff monitor access to the premises at all times to ensure that admittance to the premises is controlled. Consequently, the safety and well-being of children is protected. Fire evacuation procedures are good; they are fully understood and emergency evacuations are practised on a regular basis, with a record made of each fire drill. There is a comprehensive child protection policy in place and the procedure to follow in the event of a concern is displayed on the notice board. All staff have attended training in child protection, which ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are at ease and enjoy their time in the setting's welcoming and comfortable environment. They are given opportunities to choose between a large assortment of toys, books and activities which are interesting and appealing. Staff continually talk to children and react to their language and actions. Children use a variety of ways to respond and express themselves, which contributes to their developing communication skills. For example, staff sit and play with children, showing them how to put the pieces of the road set together to make bridges and how to hook the train and carriages together. Good questioning is used by staff to help children develop their language and exploration skills. For example, staff ask which of the vehicles may need petrol and what the horse box and caravan are used to transport. There is an excellent variety of equipment and toys to promote imaginative play and children play well together, with resources such as the home corner, kitchen and dressing-up clothes. This enables children to develop good social skills. There are a good range of resources in place to implement the 'Birth to three matters' framework and staff delivering the framework have undertaken appropriate training and have a secure knowledge of appropriate methods, to promote younger children's learning and development.

Children begin to make sense of the world and express their ideas as they participate in an assorted range of creative, physical and sensory experiences. They enjoy taking part in role-play activities. For example, three-year-olds pretend to wash the dishes in the home corner, turning the taps on and off and declaring that the dishes are clean, when they are placed on to the draining board. Children are absorbed and animated as they play make believe with pirate ships, pirates, castles and knights. They fire the cannons and lower the draw bridge, while moving the pirates and knights around the table, taking part in a mighty battle. Children participate in songs, rhymes and creative play, which are adapted for different themes or for upcoming festivals. They sing songs such as 'Twinkle, twinkle, Christmas Star', when rehearsing for the Christmas play. Children are eager to say which characters they are going to be and to demonstrate the actions to the songs. For example, when asked who is going to be reindeers, several children jump up and demonstrate how they use their hands for antlers, as they put their 'antlers', 'noses' and 'hooves' in and out, while singing the 'Hokey Cokey'. All the children know the words and are eager to join in with the actions. Children are relaxed and receive comfort when they are tired or upset. Staff sit with children, help them with their snacks and give cuddles when needed. Consequently, children are confident and have good levels of self-esteem.

Nursery Education

The quality of teaching and learning is good. Planning contains sufficient detail to enable staff to deliver the planned activities. The planning clearly states what the desired outcome is for each activity and there is a clear expectation of what the learning objectives are. Although all areas of learning are covered in planning, it does not make clear differentiation for the diverse capabilities of children, in order that activities can be adapted to suit the educational needs of individual children. The

system for assessing children's development is robust enough to record children's levels of progress and assess children's improvement in individual activities. However, children's individual styles of learning are not clearly recognised and the next steps in learning are not identified in children's assessment records. Subsequently, not all the children's learning needs are always fully extended.

Staff use appropriate means to sustain children's attention, they sit with children, ask questions and help to extend their play and learning in all areas. When playing a matching game staff sit with children as they take turns to choose a card with a food item on it, which they then attempt to match to the menu card they have. Staff assist the younger children in playing the game, gently reminding them of the rules. When the children find an unhealthy food they delight in posting it into the gorilla's mouth, who then burps, to squeals of laughter. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. Routine conversations and arranged trips help children learn about nature and about how things grow and change. Children are encouraged to watch the trees to see how they move when talking about the weather in circle time and they discuss why birds cannot find enough food during winter. Children are all eager to help to fill the bird feeder with nuts and jump around the grass to see if they can get any worms to come to the surface. They enjoy going on trips to a farm, where they are able to feed the animals, milk a goat and dress-up to re-enact 'Little Bo Peep'.

Children use information technology well and follow simple computer programmes confidently, using the mouse to click on different options. They are able to perform tasks such as 'dragging and dropping' items on the screen to complete the level of the game, with minimal assistance required. Children's behaviour is consistently managed well and they enjoy being in the calm and caring surroundings. They begin to understand and respect other people's needs and feelings through stories and conversations. They talk about how they feel if something is broken and why people react in certain ways to their emotions. The rooms and the outside play area are well organised and offer interesting and appealing environments with a good range of resources suitable for the ages and stages of development of all children attending. Children are encouraged to respect the available resources and all are eager to assist in tidying-up when the 'tidy-up tambourine' is played.

Children are involved and they enjoy taking part in the available activities. They are secure with the staff and have good levels of self-esteem. They are confident in their play and are eager to take part in both free-play and adult-led activities. Children demonstrate consideration and are polite to each other; they wait patiently to have their turn on the computer and to climb up the steps for the slide and climbing apparatus, whilst playing outside. Their self-help skills are promoted well; they are all encouraged to use the toilet and wash their hands independently and pour their own drinks at snack times. Children's verbal communication skills are good. Most children speak clearly and assertively, engaging in conversations about their likes, dislikes and home experiences. At snack time children discuss what their favourite television programmes are. When talking about 'Thomas the tank engine' they are eager to name each of the engines and discuss which engines are grumpy or happy and what

colour they are. Children are eager to correct each other's animal sounds when talking about a parent having a new horse. They engage in a lively debate about the correct noise a variety of animals make.

Children can count confidently and consistently recognise and use numbers to support their play. For example, three-year-olds are able to count up to 21 from memory and are able to recognise that a figure one and a figure six can make 16 when talking about the date, during circle time. When making spider's webs, by drawing lines around a hexagon, they talk about how many sides the web has and about the sorts of places spiders live. Staff effectively use a variety of resources to extend children's understanding of shape, size and proportions. Matching games are played where children chose a shape from a bag and try to match it to one of the shapes they have on their card. Children are very skilled at naming simple shapes and most are able to identify more complex shapes such as pentagon and diamond. They regularly play problem solving games and independently use mathematical language in their play. For example, they are able to say which items are bigger, smaller, heavier and lighter when ordering the sizes of a selection of clothes and the weights of an assortment of boxes.

Staff spend time reading to children and encourage their understanding and imagination by asking them to recall details of the story. New words are introduced to enhance children's vocabulary, as a result of each of the topics. Children are encouraged to explore how words are formed and how individual letters and specifically vowels, can change the sound and meaning of a word. For example, word banks are formed using words which rhyme with wall and from changing tick to tock; children are encouraged to change the initial letter or the middle vowel to make a new word. This promotes children's understanding of the written and spoken word and ensures that they are developing a good understanding of the English language. Children enjoy listening to and joining in with familiar stories. They often self-select and look at books independently. The good range and organisation of books encourages children to access them and to develop their reading skills and there is a comfortable area available for children to relax, enjoy quiet time and read books. Most four-year-old children are able to recognise their own names, when finding their name cards. Some are able to write their name and most are able to write the initial letter. Consequently, children's reading and writing skills are being fully extended.

Children enjoy physical play regularly with the good range of play equipment in the outside play area. There are regular opportunities to use ride-on toys and to play physical games. The daily outside play sessions extend children's development of physical skills, as well as promoting children's knowledge of how to keep themselves healthy. Fine manipulative skills are developing and children demonstrate good control as they use pencils, crayons, pencil sharpeners and rulers. Children respond well to a wide range of creative activities. They enjoy making collages of the current theme, using the body of 'Elmer the elephant' to decorate with a selection of shapes they have made. They embellish their own shape pictures using felt, tin foil, wool, tissue paper, pasta and glue. Children are confident in naming colours; they are able to say what colours the links are and are proficient in finding the same colours to

match and continue both simple and more complex patterns. Children learn and join in with songs and nursery rhymes very well. They have regular opportunities to play with musical instruments and explore musical sounds and rhythm. For example, they use the instruments to make music to accompany the nursery rhyme of 'Jack and Jill' and explore the different patterns made in music, discussing notes and tunes and whether they are fast, slow, high, low, long or short.

Helping children make a positive contribution

The provision is good.

There are a good variety of activities and resources available to encourage a positive outlook on the wider world and raise children's knowledge of diversity and their understanding of others. The children have opportunities to find out about themselves and each other and gain knowledge of the wider world through well-chosen resources and activities, such as jigsaws, books, toys, discussion and role play. A range of cultural festivals are celebrated, such as Diwali and Christmas. The pre-school's policies and procedures promote inclusion for all children. When children who have English as an additional language attend the pre-school the identified key worker works with parents to ensure that their language and culture are incorporated into the pre-school day. This ensures that children are able to integrate into the pre-school, while feeling valued and cherished as individuals. There are a number of children currently attending with learning difficulties and disabilities. There is an identified member of staff who has attended training and who is able to provide support for children with additional needs. All staff have a good knowledge and understanding of learning difficulties and disabilities and the pre-school also links with outside agencies to assist children in their progress. As a result of the inclusive practice of the pre-school and the dedicated attention provided by staff, all children are included and encouraged to be part of the group and their educational development and learning is fully extended.

Staff have very good expectations of children's behaviour and there is an emphasis on focusing on good behaviour. Children's self-confidence and sense of worth is developed suitably by staff with use of encouragement and praise during their play. Children take turns and share, they help each other to open their crisps at lunch time and they stop and listen when staff tell them not to throw in the pre-school. They enjoy being chosen to help with special jobs, such as handing out the plates and cups at snack time and they take pride in being given stickers to celebrate their good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are very positive and friendly, children's individual needs are documented and staff are available to discuss any questions or concerns at the end of each session. Parents are asked their views on the nursery through regular questionnaires and a suggestion box, with regard to the care and education their child receives. When any issues are raised they are addressed and feedback is given. There is a complaints policy in place, which is displayed and contains the address of the regulator. Parents are supplied with a parent's pack, which contains information about the pre-school and a selection of policies. Other written policies and

procedures are freely available at the setting for parents to view at any time. This means that parents are informed about the care their child receives. The partnership with parents and carers of children receiving early education is good. In discussion, parents comment specifically on the dedication of staff, how happy children are and the good range of information they are given about the educational activities and topics their children are taking part in. Daily diaries are used well by both staff and parents to ensure a good flow of information on children's achievements and progress. Consequently, staff are aware of any issues which may affect children's learning and parents are enabled to extend activities at home and further children's progress.

Organisation

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. Children are cared for by an appropriately qualified, dedicated team of staff. There are comprehensive and effective procedures in place for the recruitment and selection of staff and this helps to make sure that those looking after children are suitable to do so. An effective key worker system is in place that ensures a named person is allocated to each child to take responsibility for their day-to-day care and development. The key worker is the main point of contact for parents and carers and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

The leadership and management of the setting are good. There are clear and effective induction procedures in place to ensure that children are cared for by appropriately qualified and experienced staff. Effective guidance is given by both the committee and the manager to ensure that staff are clear in their roles and the appraisal system monitors staff performance and ensures continuing suitability of staff. Staff delivering early education have undergone appropriate training and have a secure knowledge of the Foundation Stage. Which means they are able to deliver it effectively to ensure that all children are able to progress in their educational development. High priority is given to staff development and training and all staff are encouraged to enhance their knowledge and understanding of child development through supplementary training. The pre-school liaises with the local school and fosters good links to ensure children's smooth transfer into full-time education. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection it was agreed that the provider should improve documentation and staff knowledge. There is now a written record kept of children arriving with existing injuries and there is a policy in place regarding physical

intervention. This protects children's well-being, as any accidental injuries or any necessary restraint to protect children is documented. The medication book is completed appropriately and parents sign to acknowledge when medication has been administered and the child protection procedures are displayed for both staff and parents. Staff have all undertaken extensive and ongoing training with the manager in familiarising themselves with the National Standards and the setting's policies and procedures. Consequently, both management and staff are clear in their responsibilities in protecting children from harm and in promoting their development.

At the last education inspection it was agreed that the provider should improve: staff's understanding of the Foundation Stage; information available to parents; children's understanding of appropriate behaviour; children's independence and their mathematical development. All staff have undertaken training in the Foundation Stage and two members of staff have a teaching assistant qualification. Extensive information is now available to parents, including information on current topics, on children's progress and on the activities provided by the pre-school. Children are now encouraged to manage their self-care while attending pre-school and all are clear on acceptable ways to behave and demonstrate respect for the boundaries set. Levels of mathematical progress are now a strong point and children are able to articulate their understanding of a variety of mathematical concepts. As a result of these improvements, children are now able to grow and progress to a fuller extent in the educational development.

Complaints about the childcare provision

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that drinking water is freely available to children at all times
- ensure that all electric sockets accessible to children are fitted with socket covers.

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- revise the daily planning to provide differentiation, in order that it is clear to all staff how to adapt the activities for children of varying abilities
- develop the assessment records of children, so that they clearly identify children's individual styles of learning and demonstrate how children are progressing along the stepping stones, in order that their next steps in learning are clear.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2473)* which is available from Ofsted's website:
www.ofsted.gov.uk