



## Wellow Under Fives Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	511102
<b>Inspection date</b>	06 March 2007
<b>Inspector</b>	Marilyn Joy
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<b>Registered person</b>	Wellow Under Fives Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## 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 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](http://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 satisfactory. 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?

Wellow Under Fives has been established since 1967 and registered since 1998. It is managed by a voluntary committee of parents. The pre-school is located in the village hall at West Wellow and serves the local community. It uses the main hall for most sessions with the use of a smaller hall for Monday Club session. There is a fully enclosed garden for outside play.

The group is registered to provide 26 places for children aged between two years and five years. There are currently 38 children on role and of these 25 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities. Sessions operate term time only from 09:30 - 12:00, Monday - Friday and from 12:30 -15:00 each Friday and on Thursdays, subject to demand. The Monday morning and Friday afternoon Club sessions are for the older children in the year before they start school.

There are seven staff who work with the children and, of these, six have early years qualifications.

The setting receives support from the local authority and the Pre-school Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted well. Consistent daily routines encourages them to develop good hygiene and eating habits. They help themselves to snacks, such as fresh fruit, rice cakes and bread sticks. They learn about foods that are good to eat when chopping up vegetables and making soup. Positive steps are taken to prevent the spread of infection through effective health and hygiene practices observed by staff.

Children's health and dietary needs are recorded and discussed with parents so that individual requirements can be responded to. All staff have completed first aid training and a well stocked first aid kit is maintained so that staff are able to respond should a child have an accident. All required documentation is in place.

Children's physical skills are developing well. They become increasingly competent in using a variety of small and large equipment. During some sessions older children bring lunch boxes for snack time so are able to gain confidence in opening different food packets and drink containers in preparation for school. Pre-writing skills and hand-eye coordination are encouraged as children learn to handle different tools and materials. They develop increasing skill in using scissors and cutting out shapes accurately. Children move confidently around the pre-school, indoors and outdoors. They enthusiastically experiment with a range of movements when participating in music and movement, scrambling through tunnels and practising jumping as they run around in the garden enjoying the fresh air.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

A welcoming and secure environment is offered where children can play safely and be easily supervised. Staff are vigilant in supervising children at all times. Daily checks ensure safety equipment is in place to minimise potential hazards. A very good range of resources are rotated to provide children with a stimulating range of activities and experiences. Effective storage means they are easily accessible for staff when setting up the hall in preparation for children's arrival. Some display boards are available, although, opportunities to present children's work, posters or information for parents are limited. Toys and equipment are clean, in good condition and suit a range of abilities, for example trainer scissors help younger children to gain confidence and competence with cutting.

Children's welfare is protected because staff have a sound understanding of child protection issues and know what to do if they are concerned about a child in their care. Information is shared with parents so they are aware of the pre-school's responsibilities, although, written

procedures do not clearly show how allegations against staff are responded to. Fire drills are practised with the children so that in the event of a fire they know what to do and can be evacuated quickly and safely.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are offered a broad range of activities that they enjoy. They arrive confidently greeting each other and staff. Activities are stimulating and engage children's interest as they arrive. An excellent range of toys and equipment are rotated daily to offer a variety of experiences indoors and outdoors. A strong emphasis is given to promoting children's social skills through the clear guidance and positive role models provided by staff. Children behave well, learning to take turns and consider others, for example, the café system for snack means they have to check if there is enough room at the table, take turns and share the fruit. They sit sociably with their friends and chat together.

### **Nursery Education**

The quality of teaching and learning is good. A well-planned curriculum is offered that extends children's development in all areas of learning. Observations are used to monitor and assess children's progress so that individual needs can be incorporated into the daily plans. Children's play plans identify their next steps for learning and help keyworkers to focus their support in key areas. Children benefit from the cohesive staff team who work well together, moving around activities to offer guidance and assistance as required.

Children are confident, motivated and interested in learning. They concentrate and become engrossed in self-chosen tasks, such as, colouring or painting. They excitedly make and decorate kites, and staff support them well raising their awareness of shape, colour and size. Some children write their names on the back whilst others compare and measure the length of the ribbon tail. They move around independently choosing what they want to play from the resources set out, although, they have few opportunities to make additional choices and select from accessible storage. Mathematical skills are promoted frequently. Children recognise shapes and explore how they fit together when making puzzles or creating patterns with blocks, persevering until complete. They use mathematical language and counting in their play.

Children have regular opportunities to become familiar with their name and numerals. Younger children have a picture to help with recognition and older children begin to identify and name the first letters. They become aware that print carries meaning when looking at books and some children study the two posters displayed, pointing to letters, naming colours and the objects pictured. However, there is limited text displayed or used in other activities to extend their interest further. Children confidently use tools for developing their pre-writing skills, for example, they paint, draw and some attempt to write their name. Effective teaching is used to encourage enjoyment of books and stories. Telling stories with props is used to grasp children's attention and help those who find sitting still more difficult. They excitedly contribute their ideas and focus on the story of The Three Bears. Most children are confident speakers. They are encouraged to recall previous experiences, contribute at circle time and express themselves.

Children have varied experiences to learn about the world around them through topics, activities and outings. They make wind chimes to hang in the trees when learning about the weather, grow flowers and herbs in the garden and find out about living things when a tortoise comes to visit. They splash in muddy puddles learning to be careful with others and watching where the water goes. Activities introduce an awareness of the variety of celebrations people enjoy throughout the year, such as Divali, birthdays and Mother's Day. Children begin to use technology in their play when setting the timer on the pretend microwave or using the computer. They enthusiastically and freely explore an excellent range of media and materials. They try hand painting, printing, creating their own collage designs and shape dough. They become absorbed in exploring the properties of cornflour and water with their hands, talking about the texture with staff as they pour more water in. Children enthusiastically participate in songs and musical activities. They explore sounds of different instruments, improvising tunes and playing loud or fast. Children make good progress towards the early learning goals because teaching is effective.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They demonstrate a strong sense of belonging in the happy and confident way in which they arrive at pre-school. They are keen to collect their name cards and take off their coats before joining others for circle time. They chat to each other and hold hands to walk in together. Good support from staff helps them to understand what is expected of them and the rules of the pre-school. Frequent praise, encouragement and guidance promotes positive behaviour. Children with learning difficulties and/or disabilities receive good support from the pre-school because staff have efficient systems in place for meeting their needs. Liaison with parents and other professionals ensure their individual needs can be met. Appropriate resources and activities enable all children to participate and be challenged.

Positive relationships are developed with parents who are satisfied with the care their children receive. Policies and procedures are in place and available so they are aware of how children's care is formally managed. However, they are not regularly reviewed by the committee and consequently the procedures for responding to and recording complaints have not been updated to reflect current guidance which is a breach of regulations.

Partnership with parents in respect of nursery education is good. Parents receive a good range of information about the pre-school routines and the Foundation Stage curriculum. Children's profiles, as well as regular discussions with keyworkers, ensure parents are well-informed about their child's progress. Individual play plans clearly detail their planned next steps for learning and comments from parents are welcomed. Details of topics and activities are included in the regular newsletter so that parents can support learning at home.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children enjoy attending the pre-school and arrive enthusiastically. Space is used well so they have ample room for a wide range of activities that support their development and learning. Clear arrangements are in place so that children can be easily supervised and protected from persons not vetted. However, recruitment procedures are limited and little information regarding staff suitability is retained on the premises. Thorough induction procedures are conducted with new staff to ensure they are aware of daily routines and procedures for managing children's care. Policies and procedures cover all aspects of managing children's health, safety and wellbeing, however, some are not up-to-date and Ofsted has not been kept fully up-to-date with all changes to the committee. Children's records are in place and maintained appropriately.

Leadership and management in respect of nursery education is good. Strong leadership on a daily basis ensures children are able to make good progress towards the early learning goals. Efficient systems are in place for monitoring and evaluating the curriculum. Areas for improvement are identified and addressed, for example, planning has been refined to identify children's next steps for learning more effectively and development of the outdoor area is planned. Staff have a clear understanding of their roles and responsibilities. Continual professional development through ongoing training and appraisal is supported well by the committee.

## **Improvements since the last inspection**

At the last care inspection the pre-school was asked to develop further opportunities to promote imaginary play. The pre-school purchased a play house frame which they use to form a home corner then add resources according to the theme to facilitate children's play, for example, a bedroom, kitchen and dining room are set out when it is a home corner, and tables are covered with cloths when they create a cave. Children enjoy using the area and develop their own storylines, for example, they pretend to make their tea in the microwave and wash-up afterwards. The pre-school was also asked to ensure that all children are protected from the sun during outside play activities. Hats have been purchased for all children to wear outside, information is displayed for parents about the dangers of the sun and they are encouraged to put sun cream on the children before they arrive. Activities are also set up in the shady area under the trees so that children are not playing in the direct sun.

At the last inspection of nursery education the pre-school was asked to develop the systems for monitoring the educational provision, planning and assessment and ensure staff are deployed effectively to support activities. The committee informally monitors the educational provision through feedback from staff, parents and the children, and when spending time in the group themselves. Staff evaluate the sessions and continually refine the planning to support the comprehensive assessments. Individual play plans identifying children's next steps for learning are incorporated into the overall planning and used to focus support for individual progression. Planned activities are effectively supported by specific members of staff because they are clear about intended learning outcomes. Other staff are free to move around supporting children

wherever this is needed, for example, when children decide they want to play 'what's the time Mr Wolf' a member of staff is ready to help set up the game.

The pre-school was also asked to provide further opportunities in everyday and planned activities for children to count, recognise number and practice problem solving. Mathematical skills are routinely included during many activities. Registration and circle time introduces counting and number skills well. Children count how many children are present and begin to recognise numerals up to 16, then work out how to follow a simple pattern when putting their cards on the board. At snack time they have to work out if there is space for them to sit at the table.

### **Complaints since the last inspection**

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 satisfactory. 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):

- improve knowledge and develop systems for the recording of complaints, in line with regulations
- develop and implement procedures for the recruitment and employment of staff in accordance with current guidance and ensure evidence of staff suitability is maintained on the premises
- update the written child protection policy to ensure clear procedures are in place for responding to allegations.

#### **The quality and standards of the nursery education**

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

- increase opportunities for children to become familiar with a range of print within the environment.

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 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)