



Wellington Community Pre-School

Inspection report for early years provision

Unique Reference Number	146927
Inspection date	06 December 2006
Inspector	Amanda Joy
Setting Address	Wellington Primary School, 21 Wellington Avenue, Chingford, London, E4 6RE
Telephone number	020 8524 1022
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Registered person	Wellington Community Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Wellington Community Pre-School opened in 1993. It operates from the community room in a purpose built building within Wellington Primary School, in Chingford within the London borough of Waltham Forest. The setting is separate to the school with its own entrance and is run by an independent management committee. The setting operates mornings only between the hours of 09:15 until 11:45, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these, nine receive funding for nursery education. The setting supports children who speak English as an additional language.

The pre-school group employs six members of staff. All staff hold appropriate early years qualifications. The setting receives support from a qualified teacher from the Early Years Child Care Partnership of Waltham Forest. The pre-school group is in the process of renewing their accreditation certificate through the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's individual dietary needs are met as clear information is gathered from parents about allergies or special dietary requirements. Menus are displayed on the main door. Children have a good choice of nutritious and attractively presented snacks. They enjoy eating toast, pita bread, apples, tangerines and cucumber. This helps children to develop healthy eating practices. Children have a choice of water, milk and juice to drink at snack time. They can request a drink at any time although they are unable to freely access drinks independently when they are thirsty. This hinders opportunities for them to meet their own needs.

Children benefit from the good level of cleanliness and hygiene maintained in the room which contributes well to limiting the risk of cross-infection. Effective health and hygiene procedures are in place, staff have individual areas of responsibilities. They keep the premises and equipment clean, any spillages are cleaned up immediately, tables are disinfected before and after use, cutlery is washed and effective nappy changing procedures are in place. Good daily routines help children understand the importance of personal hygiene. Children know they must wash their hands before a cooking activity to prevent the spread of germs. Most staff have received relevant first aid training and implement procedures such as the recording of accidents to maintain good health and consistency of care.

Children have access to a specifically developed outdoor play area for under fives. The outdoor area is well-resourced with fixed apparatus which provides children with good challenges to develop their physical skills. Children have frequent opportunities to be active, move safely, climb, balance and learn to peddle bikes. Children's finer physical development and control is developing well; they access a wide range of small tools and play equipment. They use pencils, scissors, chop sticks and cooking utensils skilfully and with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a well-organised environment. This allows them to move around independently and play safely. They have easy access to toys and resources that are stimulating and suitable for children's stage of development. Good staff interaction and gentle reminders help children understand how to keep themselves safe. For example, children are reminded to pick toys up from the floor so they do not trip.

Staff provide very good supervision to ensure children are kept safe. Children benefit from a good range of safety measures, staff are vigilant at reducing risks and minimising hazards. Daily written risk assessments take place before the children arrive to ensure the premises and

equipment is safe. Staff make sure equipment is kept clean, toys are checked on a daily basis and broken toys are disposed of or removed. There are effective procedures for the safe arrival and departure of children; staff monitor the main door carefully and high handles prevent children leaving the premises unsupervised. Children learn about fire safety and how to leave the premises safely through participating in regular fire drills.

Effective child protection procedures promote and safeguard children's welfare within the setting. Staff have good knowledge of the possible signs and symptoms of abuse and know what action to take if they have concerns regarding a child's welfare. The group is currently updating their child protection policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily enter the playgroup and most children settle quickly. Good support is offered to children, particularly for the new and younger children. Lots of appropriate cuddles and support are evident helping children to feel happy and secure. Staff play with children at floor level encouraging their involvement in the exciting range of activities available. Staff are sensitive to children's needs, this contributes to their sense of belonging and promotes their self-esteem. Children show interest in what they do and are very involved in the activities on offer. Staff interact well with children during their play, and offer them appropriate support. For instance, they offer children suggestions to help them use the chopsticks. Staff know the children well and children relate well to them with ease indicating that they are building good trusting relationships.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge of the Foundation Stage Curriculum. They regularly attend training and workshops related to the curriculum and the six areas of learning. This means that children make good progress towards the early learning goals. A key-worker system is in operation which contributes to staff having a good knowledge of children's developmental needs. Staff use their knowledge to help children build on what they already know. They have good knowledge of the stepping stones for children's learning and provide a wide range of stimulating activities to help children work towards the early learning goals; taking into account children's varying individual needs.

Planning covers all areas of learning well. Children's progress is monitored regularly by staff recording observations of children. Individual assessments are used for each child to help move children onto the next stage of learning; this is particularly good in children's personal social and emotional development. Staff evaluate and plan effectively in this area helping children to develop their confidence and self-esteem. However, written assessments are not yet fully developed and lack consistency as they do not link into all areas of learning. This means that some areas of development when planning to move children onto the next stage of learning are missed.

Staff use clear and open questioning techniques which take into account children's age and stage of learning. This helps children to think for themselves. For example, staff ask children;

why is it important to keep babies warm? Space and resources are organised well. Children access a wide range of resources confidently this enables children to become independent learners. There is a good balance of child and adult initiated activities. Staff help all children learn effectively, taking into account their age and stage of development consequently children have good opportunities to learn new skills.

Children are interested and motivated to learn. Their confidence and self-esteem is built up by staff who know them well. Children generally behave well and are learning to share and take turns; they do this patiently as they wait to stir the chocolate sauce in a cooking activity. Children are developing personal independence as they select resources for themselves. Although sometimes older children lack challenge when staff help them to put their coats on.

Children competently handle books and enjoy listening to stories. They sit independently and self-select books of their choice in a homely, well-resourced book area. Children show pleasure and delight when they laugh at the books together. They benefit from good opportunities to develop their eye hand co-ordination and early writing skills, such as when they use pencils to mark make on Christmas cards. Opportunities for children to write for a variety of purposes continues to be developed. Most children recognise their own name card.

Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and sizes. Their understanding of numerals is reinforced in routine tasks, such as when children count how many cups are needed at snack time. Also, when bathing dolls children discuss how many legs and arms a baby has. Posters of numerals displayed throughout the setting further enhance children's awareness and recognition of numbers. A child excitedly pointed out the number '3' displayed on a cover of a book.

Planned activities help children understand how changes occur. For example, when children make 'Rice Krispie' cribs in a cooking activity they learn how the chocolate melts. Children demonstrate good cutting and joining skills. They select and use a selection of materials and tools competently to create collages. Visits from people in the community such as the dentist and vet help children learn about their local environment. Children explore other cultures and beliefs through project work, such as Diwali and Eid.

Children participate enthusiastically in music sessions and enjoy singing 'Twinkle Twinkle Little Star'. They have good opportunities to experiment with sound using musical instruments. Children are learning to repeat sound patterns when they use the wooden xylophone. They experiment with sound and enjoy making quiet and loud noises. Children freely access a range of media and resources which encourages their creativity. They enjoy free easel painting, using chalks, glue and pasta. They use these for their own purpose helping them to extend their ideas and interests.

Helping children make a positive contribution

The provision is good.

The partnership with parents of children who receive nursery education is good. Children benefit from effective information sharing that is in place. Information about the Foundation Stage and the six areas of learning is displayed on the notice board and additional information is

given to parents in an information booklet. Parents receive regular newsletters. Information includes; what children are learning and information about the current themes and topics. This enables parents to be involved to participate in their children's learning. Parents may access children's records on request. Regular informal meetings with staff ensure parents are kept aware of their child's progress and development. Staff work closely with parents to ensure consistency of care. An open-door policy is in operation and parents are welcome to stay at the group at any time.

Children's spiritual, moral, social and cultural development is fostered. A wide range of books, posters and play resources reflect positive images of families of various backgrounds lifestyles and abilities. This helps children to value and respect differences. Staff encourage all children to participate in all of the activities provided. This ensures children have equal opportunity to maximise their enjoyment and potential. Children learn about other cultures through planned activities. They celebrate Hanukkah, the Jewish festival of lights. Children made candles called menorahs. They explore traditional ways of eating from around the world as they learn to use chopsticks.

The setting has a strong ethos on inclusion. There are good systems in place to support children with special needs. Good communication and close links with parents and outside agencies ensures children's individual needs are well supported. Children who speak English as an additional language benefit from good support from staff; they work closely with parents to encourage their language development.

Constant praise and encouragement helps children to develop a high sense of self-esteem. Children learn important social skills such as sharing and listening to each other; they do this well at circle time. Clear boundaries that are consistently applied help children understand right from wrong. Staff patiently and effectively manage children's behaviour when they do not want to participate in sitting down at snack time. Children are helpful and cooperative when it is time to tidy up and enjoy helping to set out the cups and plates at snack time.

Organisation

The organisation is good.

The leadership and management of nursery education is good. There are clear aims to ensure children are happy and settled and to enable them to make good progress in all areas of their learning. The management and staff team continuously looks at ways of improving the care and education provided in the setting. They are aware of their strengths and weaknesses and recognise planning still has minor areas that need improving.

A particular strength of this setting is that the staff team work very well together and are clear about their individual roles and responsibilities. Regular team meetings ensure good communication between staff. An effective appraisal system is in operation which helps identify staffs individual training needs. Staff have good knowledge of the Foundation Stage and frequently update their training to ensure their knowledge is current.

Children develop a secure sense of belonging because the daily running of the setting is well organised. Staff deployment is good. They have good knowledge of children's individual needs

and consistently interact with them and provide effective support and encouragement. Children are cared for in a safe and well-organised environment whereby they participate in a range of stimulating activities. The setting meets the needs of the range of children for whom it provides.

The settings vetting procedures ensure that all adults working with children are suitable to have access to children. Any adults who have not yet been fully vetted are never left unsupervised with children. Most of the required documentation regarding the care of the children and the operational plan is well organised and in place. Management recognise that the child protection procedures must be updated. This is to include more detailed information regarding the procedure if an allegation is made against a member of staff.

Improvements since the last inspection

At the last inspection the provider was asked to make minor amendments to their complaints procedure which was to include information of Ofsted's role in the investigation of complaints.

The setting's complaints procedure now includes additional information regarding Ofsted's role. This means that parents have full and detailed information about the procedure to follow if they have a complaint that has not been resolved by the provider.

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.

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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):

- develop child protection procedures to include details of the action to be followed in the event of an allegation being made against a member of staff.

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):

- make more effective use of children's assessments when planning to ensure children are moved onto the next stage in learning
- development children's assessments to ensure they are linked into all areas of learning.

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