



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110165

DfES Number: 515672

INSPECTION DETAILS

Inspection Date 09/12/2003
Inspector Name Mandy Gannon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name W.I.S.P.S.
Setting Address Winklebury Infants School
Willoughby Way, Winklebury
Basingstoke
Hampshire
RG23 8AF

REGISTERED PROVIDER DETAILS

Name Mrs Victoria Wells

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

Winklebury Infant School pre school (known from now on as W.I.S.P.S) opened in 1992. It is situated within the site of the Infant school and comprises of a separate play room, toilets and store room. The group are able to access some of the school's resources and facilities including the playground, fields and hall. It serves the Winklebury area of Basingstoke.

W.I.S.P.S takes up to 24 children aged two years nine months to five years old at any one session. The group is open on Monday-Thursday 08:45-11:45 and 12:45-15:25 and a Friday 08:45-11:45, term time only. The group has close links with the school and the majority of the children attending move on to the school. There are currently 54 children on role with 27 three and four year olds on receipt of funding for nursery education. The group have consideration for special needs and English as an additional language but currently no children are attending the group with these needs.

There are currently four members of staff all who have joined the team over the last few years and another staff member is joining at the beginning of 2004. All staff hold or are working towards relevant childcare qualifications. All staff have current first aid qualifications.

Regular support is received from an advisory teacher from the EYDCP.

How good is the Day Care?

W.I.S.P.S provides satisfactory care. The staff undertake courses to support their development and the majority hold relevant childcare qualifications. The staff are well organised and the majority of documentation is in place, however some needs updating and amending. The pre school is bright, clean and welcoming with sufficient equipment, toys and resources which are well utilised and suitable for the age of children attending. The environment is used well with opportunities to utilise some of the school's facilities.

The staff are vigilant about children's safety and safety is well maintained. Risk assessments are in the process of being adopted. Health and hygiene are maintained and some staff hold food hygiene certificates. Snacks are nutritious and special dietary requirements are met. Some staff have attended child protection training, however some staff are not aware of procedures to take.

Staff are qualified and aware of children's development and learning, they are aware of the stepping stones and early learning goals, however some staff still lack confidence in this area. A good variety of activities are provided and children have opportunities to select toys for themselves, however children's creativity is limited.. The group have a good regard to equal opportunities, a policy is in place and children's individual needs are met with toys and resources available. The group have regard for children with special needs and have a newly appointed special needs co-ordinator who is yet to complete training. Staff act as good role models and this is reflected in children's behaviour. Good behaviour is valued and encouraged through praise and encouragement.

Parents are well informed, welcomed and information is good although some documentation and policies require updating.

What has improved since the last inspection?

First inspection since transitional inspection.

What is being done well?

- Staff attend regular training to update their knowledge and skills.
- Good selection of toys and equipment that provide a stimulating environment with sufficient challenge in most areas of learning.
- Staff promote good health and hygiene practises, special dietary requirements are met providing healthy and nutritious snacks.
- Staff work closely with parents and carers involved in their child's progress and keeping them well informed.

What needs to be improved?

- the procedures for ensuring all documentation up to date and that confidentiality is maintained;
- the arrangements to meet health and safety requirements;
- increase staff's knowledge of child protection and the procedures to follow.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	Procedures to ensure that all documentation is up to date and confidentiality is maintained	31/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Procedure for lost/uncollected children to be put in place.
6	Conduct risk assessments on the premises to identify potential hazards;
13	increase all staff's knowledge of child protection and that all staff are aware of procedures to take.

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

How effective is the nursery education?

The provision for nursery education at W.I.S.P.S is good. It enables children to make very good progress in their personal, social and emotional and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Resources and facilities are of good quality and well organised to increase children's independence in most areas. Group activities are presented enthusiastically but the individual needs of children are not always taken into account especially in mathematics. Creativity is adult led and children have limited experience to select tools and express their ideas freely. Staff write children's names on their work and children have limited opportunities to practise emergent writing for example; writing shopping lists or telephone numbers. Children have a very good selection of physical activities to participate in on a regular basis including music and movement. There are extensive equipment and facilities that are used to support this area of learning.

Staff observe and record children's learning in each of the six areas, this has recently been introduced to involve all staff. Assessments are not sufficiently evaluated, as a result they do not provide a secure basis on which to plan the next steps in children's learning, and or a clear picture of progress to share with parents.

The leadership and management of the pre school is generally good. The supervisor is new to the post since the last inspection and has been particularly effective in developing a committed staff team who have a collaborative approach to all aspects of their work. The group are committed to attending training and developing their skills. A rigorous system has not been put into place to monitor and evaluate the quality of teaching.

The partnership with parents and carers is generally good. Parents spend time talking informally to staff about their children and are well informed of forthcoming events.

What is being done well?

- Relationships between staff, the children and their parents are good. These help children develop their confidence and support all aspects of their learning.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.
- Children are confident and engage in conversation with each other and with adults. They explore new words and extend their vocabulary enthusiastically.
- Much of the success of the setting is due to well structured management system. A shared understanding of commitment to early years is clearly

visible.

What needs to be improved?

- children's opportunities for independence in the use of tools and expressing their ideas creatively
- increase children's opportunities to practise emergent writing
- increase opportunities for mathematics to be used in practical activities
- develop the settings ability to monitor and evaluate the quality of teaching.

What has improved since the last inspection?

The group have made limited progress since the previous inspection. The actions from the previous report were to provide more opportunities for children to express themselves creatively, to record and practise writing numerals and a key worker system and appraisal system to be put in place including recording and monitoring quality of teaching.

Creatively children have limited opportunity to express themselves and art work is still adult led and directed. As a result children cannot experience and develop their ideas and thoughts in this area.

Children count with confidence and recognise numerals, however mathematics is limited through practical activities and children do not record or write numerals limiting their mathematical understanding.

A key worker system has been recently introduced and all staff are now involved in the recording and monitoring of children's learning, however a rigorous system has not been put in place to monitor and evaluate the quality of teaching making it difficult to plan the next steps. All staff have appraisals by management team where their training and development is reviewed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with each other and adults, they show kindness and respect. Children's confidence and self-esteem are built by staff who are sensitive to their needs and know them well. Staff praise and encourage children and have high behavioural expectations, children learn to share and are polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with each other and adults, they negotiate and express their ideas with confidence. They listen to stories, enjoy sharing books with each other and staff. They link sound to letters and are confident in the use of phonics. Children are able to recognise their first names, however staff miss opportunities to allow children to write or extend activities such as role play to include opportunities to write for a different purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from good support to help them count to 10 and to recognise shapes, colours, size and position. Their understanding of number is not reinforced through practical activities such as snack time and staff miss opportunities for simple calculations and associated vocabulary and to be aware of individual needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The outdoor area and facilities are used well to stimulate the children's interest in the natural world and surroundings. The majority of children are confident in using information technology and use computers with confidence, adults provide good support when required. They are aware of changes that occur, for example when growing plants. Children confidently build with construction kits but have limited opportunities to select tools and techniques to shape and assemble materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a wide range of physical activities both indoors and outdoors with use of good facilities including the school playground and field where children can practise manoeuvring bikes and scooters, hoops, balls and bean bags, climbing frame and balancing. The school hall is used for music and movement and children express themselves freely. Children have limited opportunities to develop small muscle skills through using and handling tools such as scissors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically in music sessions including music and movement, simple songs and percussion instruments. Staff encourage tasks throughout the session using music and sing to children when it is time to get ready to go home. Children do not express themselves freely creatively, activities are adult led and directed. Role play is varied and interesting.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- increase opportunities for children to express themselves creatively.
- provide more opportunities for children to practise emergent writing.
- implement a rigorous system to monitor and evaluate the quality of teaching.
- increase opportunities for children to use mathematical understanding in practical activities including simple calculations and associated vocabulary.

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.