

# Welland Park Community College Pre-School and Creche

Inspection report for early years provision

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<b>Unique Reference Number</b>	226486
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<b>Registered person</b>	The Governing Body of Welland Park Community College
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Welland Park Community College Pre-School and Crèche was registered in 1998. It operates from a detached bungalow situated on the college campus. There are two play rooms plus a kitchen, toilets and a fully enclosed garden for outside play. The Pre-School and Crèche serves the local community of Market Harborough and surrounding villages.

The setting is registered to care for a maximum of 24 children at any one time. There are currently 28 children on roll. This includes 16 funded children. Children attend a variety of sessions each week. The nursery is open Monday to Friday, term time only, and offers five morning sessions 09:15 to 12:15. The lunch club extends care daily to 13:00. The setting supports children with special educational needs and those who speak English as an additional language.

There are eight members of staff who work with the children. Four members of staff have early years qualifications to NVQ level three and the remaining staff are on training for a recognised qualification in childcare and education. The setting receives support from an early years teacher and is a member of the Pre-school Learning Alliance. The pre-school and creche is a lead

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children learn the importance of good personal hygiene through extremely well-planned daily routines which focus on independence skills and keeping children healthy. The staff take positive steps to develop children's understanding and awareness of good health and hygiene. They explain the importance of hand washing and provide encouragement and support. The children use good quality hand washing facilities before meals, after handling small creatures, after playing outside and at frequent intervals during the day. The children are protected from infection through effective hygiene routines which are practised by the nursery. For example, the high level of attention by staff in keeping all areas of the nursery clean and safe. Highly effective policies and procedures fully protect children's health and ensure consistent attention to children's well-being. For example, the sick child policy, the health and hygiene policy, good recording of medication, accidents and comprehensive risk assessments, all contribute to a healthy child. Staff are well informed about children's health issues and substantial records and documents are in place. For example, each child has their own health file. The majority of staff have first aid training and are deployed around the nursery to administer first aid to the children as soon as possible, to prevent them becoming distressed. Attention to hygiene in all areas of the nursery is exemplary.

Children are provided with a versatile and imaginative menu based on healthy eating. Freshly prepared snacks give children a wholesome, nutritious and balanced diet. Children really enjoy their food and staff make this a sociable and relaxed time. Snacks are provided according to the dietary requirements of the children and those children with food preferences and allergies are looked after very well. Children are learning about healthy living through a range of very good activities that develop their understanding of which foods are good for them. For example, children are able to contribute to their own learning by filling in a 'lets be healthy' home made book, where they can draw pictures and identify foods that are good for them. Children enjoy food and snacks from many different countries and cultures and are encouraged to talk about healthy eating at the snack table. Children have a choice of milk or water at snack time and fresh water is always available.

Children get plenty of robust physical exercise. They have outstanding opportunities to develop physical skills in the well equipped outdoor play area. Children confidently use a variety of large and small equipment. They show excellent skills as they take part in activities which gives them opportunities to climb, balance, jump and go over and under equipment. Children are stimulated by some imaginative activities. They create tunnels for cars using long tubes and crates. The children discover that the balls go faster when the tubes are raised on the crates and go slower when rolled along open tubes on the ground. Children talk about speed and use words such as faster and slower to describe movement. Children enjoy action songs. They fully participate as they sing a song about ten tiny fingers then do a series of exercises with their fingers. Children also have excellent opportunities to use their bodies in different ways as they dance and move to music. Fine motors skills are fostered well with a comprehensive range of equipment. For example, jigsaws, construction and mark making materials are used regularly in activities.

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

The provision is outstanding.

Children's safety is of the highest priority within the organisation of the nursery. Staff are vigilant when recognising hazards and take positive steps to minimise these. Systematic risk assessments with excellent recording are carried out and all staff share in the responsibility for keeping children safe. For example, outings are carefully arranged with parental permission and a high ratio of adults to children. The staff talk to the children before the outing about road safety, stranger danger and about staying together and holding hands. Accident records are used to identify areas of risk and steps taken to reduce these. Each area of the setting is well-planned, with space for children to move freely and safely around activities and play areas. Impressive and well implemented safety and security precautions are in place to promote and safeguard the children's welfare. For example, security at the entrance and outside play area. Staff help children gain an awareness of keeping themselves safe in the nursery as they explain and practise simple procedures such as, emergency evacuation. Children begin to understand about safety issues both within the setting and outside and during planned and spontaneous activities. Children and staff discuss ways to keep safe when using equipment. Comprehensive safety measures are in place to protect the children from harm. Children use an extensive range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are extremely well-planned and organised throughout the setting with lots of child height storage units to encourage children to become independent and gain safe access to their resources. Equipment and activities are attractively presented to help children learn to respect and look after their resources. Children are able to select resources independently as they look through a 'choosing book' which contains labelled photographs of equipment and play provision. This enhances opportunities for children to access all the equipment available. A good level of supervision is maintained by staff to support and guide the children during their play. The overall environment throughout the nursery is stimulating, bright, cheerful and child orientated. Bright, colourful and attractive posters are situated appropriately where children can see them and children's creative work is well displayed to give them a sense of achievement and pride in their own work. The outside play area is well-planned with safety in mind.

Children are very well protected. Their welfare is safeguarded and promoted through current policies and procedures. Staff have a good understanding of their role in child protection and comprehensive procedures are in place and implemented effectively. Concerns are dealt with in a sensitive and confidential manner. There is a procedure in place to clearly show the steps to take in the event of any allegations made against a member of staff.

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

The provision is outstanding.

Children are very happy, contented and secure throughout the nursery. They confidently access the stimulating and challenging range of activities and are forming secure relationships with staff and other children. Staff have an excellent understanding of the 'Birth to three matters' framework and this has a positive effect on the younger children's enjoyment and achievements. Staff have gained a secure knowledge about what children can learn. Planning for 'Birth to three matters' clearly reflects all areas and children's progress is well documented and shared with parents. Children exhibit wonder and fascination at activities and are eager to participate. For example, children enjoy experimenting with texture. They mix flour and water in bowls and add more flour to make the mixture 'gooey'. Children sing a happy made-up 'bakers' song as they mix. Staff are skilled at extending this activity as more children become interested by providing extra bowls and spoons. Children receive lots of attention and have strong relationships

with key staff which increases their sense of well-being and contentment. The children explore confidently and have firsthand experiences to develop curiosity as learners because of imaginative planning and topics. Children use their senses and imaginations to create their own work and to communicate their feelings. Excellent art and craft materials and natural products such as wood, wool, shells and sponges give them superb opportunities to explore, investigate and discover a range of materials. Children of all ages and abilities use a range of creative materials such as painting and collage to create individual pieces of work which are displayed attractively throughout the nursery. Through the meaningful praise and encouragement of staff children are developing a sense of well-being and self-esteem. They exhibit high levels of confidence and this has been achieved by the consistent support and direction of staff.

## Nursery Education

The learning environment for communication, language and literacy is outstanding. Extensive labelling and the excellent use of visual symbols enables children to identify objects by picture and word and helps children link letters to sounds. Children recognise that print carries meaning. They practise writing and mark making in play as they use pencils and paper to form lists. They carry out a survey of favourite animals involving other children and staff and attempt to write the words using phonics and 'drawing' letters in the air. Language skills are fully extended by adults as they engage children in conversation, ask open ended questions and encourage listening skills. The book corner contains a quality range of literature. For example, information books give children a wealth of knowledge and some are linked to topics and festivals. Children enjoy sharing stories and use books for enjoyment. For example, children have fun as they share books with silly stories. They express themselves well as they respond to stories with humour. Children have a wonderful sense of belonging as they form secure friendship groups and seek out friends to play with. Children share and play cooperatively together. They respond to significant experiences appropriately showing concern for children who feel unwell. Children are polite and considerate as they take a turn and share activities. Children set their own targets as they decide what they want to do and learn. Targets are written by staff on a card and displayed in the playroom on the target wall. Children's requests vary from sitting next to a particular child at snack time to building models with construction materials. When children reach their own target it is celebrated by everyone at the goodbye circle time with the 'smile file'. Children's kind and helpful behaviour is recognised with a certificate and a round of applause. Children participate in many planned activities that encourage matching, sorting, size, shape and simple problem solving skills. For example, children begin to relate addition to combining groups of objects and subtraction to taking away. Children count their fingers and then their thumbs. They know that four is less than five and four fingers and one thumb make five on each hand. Children play with the garage and line cars up on the ramp, saying this one is first, this one is second. Cars are identified by their colour and counted. Maths equipment is accessed freely by the children and includes a variety of measuring, weighing and counting activities. Numbers are reinforced in lots of play situations. Children have a growing concept of volume, size and shape as they weigh and sort dried pasta and rice and test speed using cardboard tubes and ramps. They have excellent opportunities to count as they join in with songs. Children count confidently numbers one up to ten. They discover the world around them by investigating objects and materials using their senses. They find out about and identify features of living things, objects and events they observe. They handle shells, fir cones, feathers, leaves and wood and use them creatively in collage pictures and displays. Children's imagination is stimulated as they look closely at similarities, differences, patterns and change. They ask questions about why things happen and how things work. They show fascination as they make thumb prints and identify the different and unique features of each print. Children study their own fingerprints with the magnifying glass and compare theirs with the prints of other children.

Children explore their local environment and make maps and draw pictures of their homes, gardens and other landmarks such as the post office and shops. Children discover wind direction as they hold streamers in the garden. They use different areas of the garden and calculate where the wind is strongest. They study mini beasts and help care for the African snails and the stick insects. They create habitats for them and discuss the types of food they like to eat. The children enjoy varied opportunities to experience physical activity and develop their skills. Their physical development is encouraged and promoted through regular active play, both indoors and outside in the fresh air. Children move with confidence around the play areas negotiating obstacles and manage equipment with ease. Their fine motor skills are developed and encouraged through a good range of mark making activities such as the chalk wall outside, lists, colouring and painting, writing practise, jigsaws and construction. The children have very good opportunities to develop an understanding of the wider world because the staff introduce them to different people in their local neighbourhood and to the wider multicultural society. Excellent visual displays make a very welcoming environment for all children. For example, a wonderful display of 'people and places from around the world' shows a wide diverse world community. Photographs and pictures show positive images of different ethnic groups at work, in their homes and recreational pursuits. Children gain a sensitive understanding of different cultures and beliefs through a fabulous range of topics, resources and play materials.

Children's progress and achievements are clearly linked to the stepping stones. Staff find out about children's interests, skills and needs and build on this information to help children achieve as much as they can. Detailed assessments of the children's learning are rigorous and effective. They show what the children are learning and what they need to learn next. Parents are actively involved. The setting organises assessments so that they are meaningful and relevant to the children. Considerable information is collected from parents when children start at the nursery to ascertain their starting points. The assessments give clear and concise evidence of the children's progress and achievements and are used to inform future planning. Each child has an attractive and detailed folder containing varied examples of their work, staff observations and comments linked to the stepping stones. Records give a thorough picture of progress. Individual progress forms filled in by the key worker show in-depth observations and clearly identify confident learners and those that still need additional support or are settling in. Assessment records are given to parents when children leave the setting.

The quality of teaching and learning is outstanding. Staff enrich the experiences for all children with well-planned activities and resources. Staff are excellent communicators with the children, they know the children well and give attention to each child. Staff's enthusiasm and high motivation encourages children to join in and take part. Consistent staff impacts on children's confidence and security. Staff know when to step back and let the children take over an activity, creating a realistic balance between adult-led and child-initiated play. Staff take time to explain to the children what is expected of them and are very positive and patient role models. They encourage children to try things for themselves and support them well as they aspire to do so. Small groups work very well to maintain children's interest and increase their concentration and language skills. Staff encourage children to ask questions and do as much as they can for themselves. For example, children put on coats and boots with very little supervision or direction from staff. Children are rewarded with praise and positive language for their efforts. Children's education is greatly enhanced by qualified and experienced teaching staff which impacts directly on their successful accomplishments and the delivery of a sound educational programme. Planning is very detailed, easy to follow and covers all areas of learning comprehensively. This gives a clear picture of the aims and objectives of each activity and the learning intention. Activity planning clearly shows the activity, the focussed aspect of learning, key vocabulary to introduce, resources, how the activity can be adapted for individual children and excellent

evaluation. Staff are enthusiastic, patient and caring and this impacts greatly on the children's enjoyment and learning.

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

The provision is outstanding.

Children have access to an extensive range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children take part in a range of activities of both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter and Chinese New Year. Children gain knowledge and experience of different customs by participating in a range of activities. For example, positive images and resources are visible within the play areas, and are used to inform inclusive practice and to promote open minds through ethnic dressing-up clothes, roll play costumes, play food and extensive multicultural books. The children have good opportunities to develop an understanding of diversity because the staff introduce them to different people in their local neighbourhood and to the wider multicultural society. For example, there are three children attending with English as a second language. The staff provide dual language books. A map of the world contains national flags that represent all the children attending. Staff work closely with the parents in order to share their culture. For example, parents bring in some of their traditional food for the children to try at snack time and share their customs and traditional stories. At group time the children sing songs using some foreign words. This ensures that all children are valued and their culture respected and celebrated. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a secure understanding of the needs of others. For example, the staff make considerable efforts to support children as they learn about each other. Positive images and resources are visible within the play areas, and are used to inform inclusive practice and to promote open minds. Multicultural resources are extensive and available to the children. Children's spiritual, moral, social and cultural development is fostered extremely well. Children are valued and respected as individuals and all their needs are well documented and implemented. Children thrive in their environment where they are engaged and nurtured free from any type of stereotyping. Staff are clearly committed to supporting each and every child and promote a truly inclusive environment where every child matters. Detailed pre-registration forms gain full information from parents about each child in order to fully meet their needs.

The children are well settled and happy in the caring environment. They have a sense of belonging and are involved in what is going on around them. Children are confident in their surroundings and with both the staff and their peers. They benefit from the calm and supportive approach from the staff and learn right from wrong through careful explanation and consistency. Continuous praise and support helps children develop strong self-esteem and confidence. Children behave well and play together harmoniously, take turns and share. The staff are calm and consistent with the children. All children have a good understanding of the boundaries within the nursery and respond to direction from adults in a positive fashion. This impacts clearly on their security and confidence as they know what is expected of them. Highly effective behaviour management defuses situations and distracts and engages children in worthwhile activities. For example, children are busy, occupied and interested in the activities. Staff have high expectations for all children and are excellent role models.

The partnership with parents and carers is outstanding. This contributes significantly to the children's sense of belonging, security and well-being. Parents play an active role in their children's care and a two way sharing of information is encouraged with the use of good quality written and verbal information about children's care and learning. Staff are available to talk to

parents about children's enjoyment of the activities. Staff take time to get to know the children and parents well. Right from the start, they find out about their likes and dislikes, what they can do and their individual routines and this is an ongoing process. New children have flexible nursery visits before they start. This helps children feel happy and comfortable in the setting and develops a sense of trust in the adults that care for them. Parents are given extensive information about the curriculum planning and this is enhanced by lots of excellent examples in the regular newsletters which give suggestions to parents about how they can become involved in the topic area. The setting seek parents views and value and act on these, for example the Parent Practitioner Group aims to expand and promote the level of involvement between staff and parents. There are excellent opportunities for parents to add comments and give suggestions about their children's enjoyment of the activities. Parents are invited to parent evenings and have opportunities to discuss their children's care and education with the key worker daily. Their involvement impacts greatly on the children's good health, safety, care and learning. Staff are approachable, friendly and caring, helping parents feel secure and at ease, confident with the care provided for their child. Parents have significant information about the 'Birth to three matters' format and how the nursery implements this. Extensive information about the Foundation Stage and curriculum is available to them so they gain an understanding about how their child will make progress and how this can be supported at home. Clearly detailed plans are displayed so parents gain a further insight into the type of activities their children take part in. Parents have access to an excellent and fully comprehensive range of policies and procedures. Regular questionnaires for parents ensure that partnership with parents is very successful and children are given the best care. Children are happy and settled in a wonderful environment with enthusiastic and caring staff. They work extremely hard to ensure that every child is valued as an individual and a very special person.

## **Organisation**

The organisation is outstanding.

Leadership and management is outstanding. Children's care is greatly enhanced by the quality of organisation. The nursery manager continually extends her knowledge through training and provides a training programme for staff. The manager is responsible for all aspects of the nursery which includes ratios and deployment of staff, the operational plan and staff training and qualifications. She is very well supported by the deputy manager to ensure that standards are consistently high and policies and procedures are in line with current legislation. All staff have a secure knowledge of the National Standards. This is further enhanced with their knowledge of the 'Birth to three matters' framework. High regard for the well-being of the children, adult support and extremely well-planned activities, contribute to children's enjoyment and achievements. The supervisor, deputy and staff work closely together and have built a stable, positive and highly motivated staff team. An inclusive environment has been created which clearly shows that each child matters and the management have a clear vision for the future development of the nursery. For example, The Community Wildlife & Discovery Project is founded and organised by the manager with clear aims and timescales. The provision is designing and creating an outdoor learning and discovery area. This will involve the pre-school children, the staff, parents, the local community and businesses. Plans show the position of fruit trees, bird feeders, shady areas, walkways, pergola, seating, flower and vegetable beds and a wildlife corner.

The nursery is very well-organised with both indoor and outdoor space effectively arranged to maximise the play opportunities for children. This leads to an extensive, imaginative and safe environment the children can enjoy. Excellent use of low-level storage units in all rooms enables

children to develop independence and contribute to the safe organisation of their own environment.

Highly effective organisation of all records and documents ensures children's welfare. Staff are committed to the continuous evaluation and improvement of their practice. They regularly monitor and improve the quality of their care through comprehensive evaluations and staff meetings. All complaints are logged and procedures are carried through meticulously. The leadership and management team have a robust and rigorous system in place to ensure the children are cared for by staff with appropriate qualifications and experience and an effective induction and assessment system is an integral part of this process. The overall team spirit and morale is excellent with the high level of support provided by the management team.

Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to ensure the behaviour management policy includes bullying and to ensure the child protection policy complies with the local Area Child Protection Committee (ACPC) procedures and includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer. The Behaviour Management Policy is updated and includes information on bullying. The Child Protection Policy is updated with the Local Safeguarding Board guidance and includes procedures to be followed if allegations are made against staff.

### **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. 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)