



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 501040

DfES Number: 581318

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Dawn Lumb

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rooks Nest Pre School
Setting Address Rooks Nest Junior & Infant School
Rooks Nest Road, Outwood
Wakefield
West Yorkshire
WF1 3DX

REGISTERED PROVIDER DETAILS

Name The Committee of Rooks Nest Wraparound

ORGANISATION DETAILS

Name Rooks Nest Wraparound
Address Rooks Nest Junior & Infant School
Rooks Nest Road, Outwood
Wakefield
West Yorkshire
WF1 3DX

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

Rooks Nest Pre- school opened in 1997. It operates from the mobile classroom which is situated in Rooks Nest school grounds in the Outwood area of Wakefield. The group serves the local community.

There are currently 44 children from two to five years on roll. This includes 33 funded three-year olds and 13 funded four-year olds, children with special educational needs and children with English as an additional language are supported by the setting.

Children attend for a variety of sessions. The group open five days a week during school term time. Sessions are from 09:00 until 11:30 and 12:40 until 15:10 hours.

Three full time and two part time staff work with the children there is also a pre school assistant.

Over half the staff have early years qualifications to NVQ level 3

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PLA).

How good is the Day Care?

Rooks Nest Pre School provides good quality care for children. It is well organised and good systems are in place. Staff deployment and adult child ratios are good, staff training is promoted well. Staff are knowledgeable and have a clear understanding of their roles and responsibilities. The indoor accommodation is well set out and attractively presented with children's work adorning the walls, the outdoor area is used effectively to promote children's physical development and their knowledge and understanding is enhanced through outings and visitors to the setting.

Good hygiene procedures ensure children and staff practice good health care and

good standards are maintained. High standards in safety are established staff are vigilant, children are well supervised both inside and outside, safety checks are used on a daily basis and risk assessments promote children's safety, however the fire door is bolted affecting operation of the push bar.

Children's snack times are a sociable occasion, staff sit with the children at their level to support and interact. Children receive a satisfactory balanced snack. Through actively seeking support and guidance from external agencies staff enhance their own knowledge and understanding and promote children's welfare meeting any special needs.

Children are enthusiastic and enjoy participating in a wide variety of self chosen and purposeful activities, the good range of resources are well presented, organised and stored to promote independent access further promoting children's overall development. Staff interaction is very good and highly supportive this enhances children's learning, yet whole group activities do not meet the needs of all children. Children's behaviour is very good and they show care and consideration for others. Good levels of communication, documentation and well established key worker systems ensure parents are well informed of all aspects of the setting and children's progress.

What has improved since the last inspection?

not applicable

What is being done well?

- The organisation of the pre school, there are effective and efficient systems in place, the management and staff have a clear understanding of their roles and responsibilities and staff's commitment to training strengthens their knowledge and understanding of child development and their welfare.
- Good health and safety standards and staffs vigilant approach ensures the protection and supervision of children within and outside the setting.
- The good relationships between children and staff, children are confident and comfortable to approach the staff for help and guidance. Staff know children's individual personalities and preferences they encourage and praise children promoting self esteem and confidence, enabling children to feel happy and secure.
- The rich environment in which children play, the broad range of equipment and resources that are available, enable staff to plan and provide stimulating and interesting opportunities where children learn through independent and supportive play.
- Partnership with parents are very good a highly effective key worker system ensures good communication between staff and parents and the good information they receive about their child's achievements the setting's documentation, events and news, have a beneficial impact on the child's welfare and development.

What needs to be improved?

- the planning of whole group activities to ensure the needs of all children are addressed;
- the practice regarding the fire door.

Outcome of the inspection

Good

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Review whole group activities for effectiveness to ensure the needs of all the children are addressed.
6	Seek guidance and advice with regards to the fire door.

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

How effective is the nursery education?

Rooks Nest Pre School provide a welcoming atmosphere where children are making very good progress in personal, social and emotional development and mathematical development and generally good progress in communication, language and literacy and knowledge and understanding of the world, creative development and physical development.

The quality of teaching is generally good. Staff are enthusiastic and work well as a team and have very good relationships with the children. They plan and provide a varied range of interesting activities linked clearly to the early learning goals, which support all children's development, although children have insufficient self-chosen access to design technology. They question children appropriately and encourage them to think. Very good methods are in place to monitor and evaluate children's progress and there is an effective system in place to provide good support for children with special educational needs. Staff however do not sufficiently evaluate whole group activities to challenge and extend more able children and meet the needs of all children. Staff nurture children and manage children well, and behaviour is very good.

Leadership and management is generally good. The leader and the deputy promote the work and development of the staff and ensure through good staff deployment that children's learning is supported. Good monitoring systems are in place for the effectiveness of the practitioner and the provision. They are actively involved and participate in linking with the children's feeder school and other practitioners.

Partnership with parents are very good, parents are encouraged to regularly share information and what they know about their child. They receive very good information with regards to the planning, and foundation stage. Good opportunities are available for parents to be involved in their child's learning and progress, which has a positive impact on their child's overall development.

What is being done well?

- The aesthetically pleasing environment is well appointed, the accommodation, resources and use of time is good, space which is available is utilized to its full potential with purposeful planned, continuous and freely accessible activities, these encourage children's interest concentration and investigative skills.
- A very good partnership has been established with parents which effectively supports the children's progress and parents receive good information about the educational provision, Parents are encouraged to share what they know about their child and many parent's show interest and enthusiasm in how the pre school operates and how they can be involved and promote their child's

progress.

- Leadership and management enthusiastically promote all aspects of the provision and support the staff in their development, they actively seek further knowledge and guidance from early years practitioners.
- Children's personal, social and emotional skills are the strength of the group, the children are confident and secure in their environment, they build warm trusting relationships with adults and peers and independence and self esteem are well established and behaviour is good.
- The staff place strong emphasis on developing the children's mathematical skills. Good displays, resources and support are provided to engage and sustain children's interest, children effectively learn to count, recognise shape, size, numerals and other mathematical concepts. They show very good progress in learning about basic addition and subtraction and solving problems and readily use mathematical language in learning and play. Good levels of support, interesting resources, good opportunities for self chosen and purposeful activities promote this area well

What needs to be improved?

- Children's opportunities to use their creativity and imagination in design technology.
- The organisation of whole group activities to provide challenge for more able children and to ensure the needs of all children are met.

What has improved since the last inspection?

Regular outside play now incorporates equipment and resources to provide children with opportunities to climb.

The Special Educational Needs policy has been further developed it is comprehensive and clear.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have very good personal, social and emotional skills. They respond positively to staff and their peers and show consideration for others and their environment. Children's development is promoted and well supported by purposeful activities, staffs interaction and very good nurturing skills. They show increasing independence in selecting and carrying out activities and linking up with others. They are able to talk about their home and community and connect life's experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Three and four year old children's language is developing well they confidently express ideas and feelings. They recognise their names and are beginning to link sound to letters and name the alphabet. Children have good access to written text and tools to produce emergent writing, which they do so with increasing skill. Four year olds and more able three's are recalling and retelling simple stories. They enjoy an increasing range of books and handle them appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use and recognise numbers and use practical activities eg water, games and sharing out at snack time to solve mathematical problems and a basic understanding of simple addition and subtraction. Children are able to compare size, shape measurement and patterns by using a wide range of resources and purposeful activities eg baking. Children count to 5 and more able children to 10 and above. Children use mathematical language very well in purposeful and self chose activities

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make good progress by accessing a wide and varied range of first hand experiences to explore and investigate objects and living things eg mini beasts. Children are developing awareness of past and present, a sense of time through such as the weather chart and seasonal themes. They develop a positive respect for their own and other cultures. Children use the computer well, however there are limited opportunities for children to build construct and join materials together.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good control and show increasing skills and demonstrate good hand, eye co-ordination when handling small tools and equipment eg, mark making, computer work and play dough. They show awareness of their own needs and a range of healthy practice, are able to relate effects of activities on their body. They demonstrate good awareness of space and others and negotiate obstacles successfully eg when using wheeled toys and playing outside.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy music and song and respond purposefully when joining in singing and story. They express their ideas freely through a good range of activities in colour, form, and texture. Children use their senses well and positively respond to planned sensory activities. Older and more able children use role play creatively, they join together to create real and imaginary experiences such as in the shop.

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

- Evaluate and improve the organisation of whole group activities to provide challenge for more able children and to ensure the need's of all children are met.
- Provide wider opportunities for children to make independent choices, use their creative and imaginative skills spontaneously and experience self chosen challenge in design technology.

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.