



## **Bircotes Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	253086
<b>Inspection date</b>	04 May 2006
<b>Inspector</b>	Judith Rayner

<b>Setting Address</b>	Grounds of B&H Community School, Whitehouse Road, Bircotes, Doncaster, South Yorkshire, DN11 8EF
<b>Telephone number</b>	01302 759222
<b>E-mail</b>	
<b>Registered person</b>	Bircotes Playgroup
<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 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?

Bircotes Pre-school has been registered since 1990. It operates from one room within Serlby Park 3 to 18 years Business and Enterprise Learning Community, Bircotes, north Nottinghamshire. The children also have access to the staff room, office and toilets. There are 2 enclosed outdoor areas which consist of all weather and grass. Families from the local community and surrounding villages use the service.

The pre-school is registered to provide 26 places for children between 2 and 8

years-of-age at any one time. There are currently 68 children on roll, of these, there are 20 funded 3 and 4 year olds. Children attend a variety of sessions each week. The playgroup supports children with special educational needs and whose first language is not English.

The pre school opens five days a week during school term time. Opening times are between the hours of 09:00 to 16:00. Sessions are held within this period which consist of the morning session 09:00 to 11:30, lunch club, 11:30 to 12:30. Afternoon sessions are held between 12:30 to 15:00 and the after school club, between 15:00 to 16:00 although this is for all children who attend the pre-school.

There are 8 staff who are employed to work with the children. There are 4 staff who hold a relevant Early Years child care qualification. There are 2 unqualified staff and 2 further staff working towards an appropriate child care qualification. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff follow appropriate health, hygiene and safety procedures. For example, staff use anti bacterial spray to wipe surfaces down, wash their hands before preparing snacks and wear disposable gloves when changing the soiled clothing of children. Well-planned daily routines develop children's understanding of the importance of good personal hygiene, such as, hand washing after using the toilet, before eating and coming in from outside play.

Children enjoy a wide range of activities that contribute to their good health. They spend time playing with a good range of resources that support their physical development both indoors and outdoors during the sessions. Each day, there are outdoor activities to help them develop control of their bodies, such balancing on beams, using the slide and participating in large group activities with the parachute.

Children begin to understand the benefits of a healthy diet. They participate in activities such as food tasting and baking. They develop their independent skills as they help themselves to drinking water throughout the session. Daily snacks appeal to children and meet dietary needs.

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

The provision is good.

Children are cared for in a welcoming, bright, stimulating and well maintained environment. Children can access toys and resources independently. This is because staff have organised and planned the room and activities so they are easily accessible to support children's skills and interests when self-selecting.

Children independently select from a wide range of good quality toys and equipment,

which meet safety standards. These are attractively presented, inviting and engage children's attention. Staff are skilled in implementing their own made games such as a 'button and bead' counting game. Children enjoy this game and remain focused for a significant length of time, therefore, they are developing their concentration skills.

Risks are identified and minimised, therefore, children are able to move around safely, freely and independently. Staff help keep children safe in the setting because they understand and comply with health and safety requirements. Good supervision by staff ensure that children of all ages and abilities are safe and well supported. Children are aware and responsible for their own safety and that of others. For example, they put away their cups, pick up tissues and clear away their lunch boxes.

Children are well protected. Current literature and training ensures that the staff see the protection of children as a priority. Most staff have a good understanding of their roles and responsibilities, however, not all staff are familiar with the local Area Child Protection Committee procedures.

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

The provision is good.

Children settle well at the setting. They enter confidently and engage in the activities quickly. Children become independent as they select between the good variety of interesting and attractively presented activities. All children spend their time purposefully. This is because the staff carefully plan to meet the learning and care needs of all children and incorporate the 'Birth to three matters' and 'Foundation stage' curriculum. Children enjoy exploring the wide range of challenging and interesting activities that provide opportunities to enhance their all round development. Children have sufficient opportunities to explore an interesting range of craft activities, however, these are generally adult-orientated, such as pre-cut and drawn shapes for children to paint and colour. There is also less emphasis on displaying children's free expression of art work. Children particularly enjoy circle time. For example, they sit attentively during the puppet show and interact with the story of 'Jack and the bean stalk', they also enjoy and know a range of rhymes and sing songs. Children have very good relationships with their peers and staff. They play happily together as well as on their own.

The quality of teaching and children's learning is good. The staff have good knowledge of the Foundation Stage and how children learn effectively. They plan and assess effectively to ensure children move progressively through the stepping stones. Activities are very well planned to meet the individual learning needs of each child, these are then evaluated to identify the next steps of learning for each child. As a result children are motivated, interested and make very good links in their learning.

Children show a strong sense of belonging and care about their surroundings and the people in it. They are friendly and show care and concern for others. They are actively involved in their learning and show independence when selecting and carrying out activities. Children behave extremely well. Children are very enthusiastic to try new activities such as 'cotton wool and glitter in the water trough' and games that the staff have made themselves, such as colour matching with a dice.

Children are good listeners and enjoy stories. They spend time sitting and looking at books and also enjoy stories being read to them. They particularly enjoy watching and listening to puppet shows. Children confidently engage in conversation with each other and adults. Thought provoking questions asked and acknowledged by the staff encourage children to think about new words to use. For example, children learning to read and identify letters and words when describing how food tastes and feels, one child said 'yummy' and the new word was included on the word board. Lunch time is particularly a 'chatty' time where children share experiences and events within their day.

Daily activities and routines encourage children to develop their maths skills. They confidently count beyond ten and are learning about shape and size. Children are developing some mathematical ideas, although, this is less effective when encouraging children to solve practical problems.

Children develop a sense of time and place, for example, they talk about holidays and going on aeroplanes. They are given good opportunities to learn about their local community through well planned activities and events, such as, the local fire officer and 'zoo lab' visiting. A good range of resources that are positively promoted encourage children to learn about differing cultures, ages, abilities religion and age within society.

Children develop good levels of hand eye co-ordination and large physical skills. They enjoy using scissors, counting with beads and using small construction as well as climbing and balancing and manoeuvring themselves around large objects outside. Outdoor play is a daily part of the routine and children are encouraged to be active, which helps to develop their large muscles.

Children use their imagination well. They enjoy dressing up and making ice cream in the outside play house. They explore colour, texture, shape, and space in two and three dimensions, such as box modelling and writing in shaving foam. They also enjoy activities that enhance their sensory skills. For example, food tasting and learning about what they like and dislike, see, hear, taste, touch and feel.

Overall children make good progress in all areas of learning. This is recorded in photographs, children's work and written observations which link well to the stepping stones.

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

The provision is good.

Children are valued and respected as individuals. Their needs are met well as they follow their normal daily routine as discussed with parents and that staff are consistent in their practice. Children play harmoniously together as well as being happy and content on their own. Children learn about their local community and the wider world through very well planned topic work. For example, they participate in activities which acknowledge Chinese New year and Diwali. Children have access to a good range of resources that promote this further. For example, children participate in food tasting activities, play dressing up and use jigsaw puzzles.

All children's needs are met effectively including those with special needs. The staff know the children well. This is because they work closely with the parents to ensure continuity of care and is proactive in identifying how best they can support children and encourage them to feel secure.

Children's behaviour is very good. They have a good understanding of the boundaries and expectations that the setting positively promotes. They take turns and show concern for others. Staff reinforce this because they are consistent and sensitive in managing a range of children's behaviour. This fosters children's spiritual, moral, social and cultural development very well. Children are confident, know what they want and are independent. They help themselves to drinks, go on their own to the toilet and select toys.

A good selection of written and verbal communication for parents benefits children in meeting their needs effectively. Staff work well with parents in keeping them up to date with their child's progress, learning and care. The quality of the partnership with parents and carers of funded children is good. Children benefit from the positive partnership staff have developed with parents. Records of children's achievements and information are attractively presented and shared with parents both in a formal and informal methods. These are used to inform future planning and support children's learning at home.

## **Organisation**

The organisation is good.

Children are relaxed and happy due to the good organisation of the environment, resources and deployment of staff. They are relaxed with the routine which the staff positively promote. This means that children are confident to initiate and extend their own play and learning. Staff work extremely well as a team and value each other's skills, knowledge and experiences to support and create a sound environment for children. Children are sufficiently protected because the setting has very effective vetting procedures in place and is mindful of who the children come into contact with. The well-being of all children is held in positive regard by the setting. For example, staff undertake training courses and have achieved certificates in a range of courses designed to increase their knowledge and skills in the care and learning for children. Through daily tasks, routines and effective planning of play opportunities, children's welfare, care and learning is effectively promoted.

All records policies and procedures which are required for the safe and efficient management of the provision and to promote the welfare, care and learning of children. These are effectively maintained, very well organised, easily accessible and held securely. Records are regularly reviewed and updated to accommodate changes.

The quality of leadership and management is good. Children are given a high standard of learning opportunities. This is because the person in charge has a very good understanding of her role and responsibilities and effectively leads the team of staff to offer the same standard of service. This ensures that children make good progress in all areas of their development because they are sufficiently challenged,

engaged and stimulated within their play. Children benefit from being taught and cared for by staff who work well as team, are supportive of one another, are motivated and suitably trained and interested in their job. Overall, the provision effectively meets the needs of the range of the children for whom it provides.

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

At the last Children Act inspection it was recommended that the setting improves the recording of accidents. There are now effective procedures in place for staff to follow which records all aspects of any accidents that occur. Children's welfare is effectively maintained. At the last nursery education inspection, a point for consideration was made and the setting agreed to improve opportunities for children to write their own name and mark make. Planning and observations clearly identifies that more opportunities are available to children through structured and informal activities which children freely access to develop their writing skills.

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

Since the last inspection there have been no complaints to report. 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:

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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 opportunities for children to freely express themselves in creative art work
- improve staff knowledge on what to do should an allegation be made against a staff member

### **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):

- improve planning to incorporate activities, daily tasks and routines for children to solve practical mathematical problems

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