



## **Bidbury Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	110403
<b>Inspection date</b>	25 May 2006
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<b>Registered person</b>	Bidbury Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Bidbury Pre-school opened in 1998. It operates in a room in Bidbury Infants School with access to a kitchen, toilets and an outside play area. The pre-school also uses the school hall and music room for sessional activities. The pre-school is a community group managed by a voluntary committee of parents. Children attend from the surrounding area and most move on to the adjacent infant schools. The setting is registered to accept up to 18 children aged from three to under five years.

There are currently 42 children on roll and all of them are in receipt of funding for nursery education. The pre-school supports children with special needs and with English as a second language.

The pre-school opens five days a week during term-time only. Sessions are from 09:00 to 11:30 from Monday to Friday and 12:30 to 15:00 from Tuesday to Friday. Children attend for a variety of sessions.

There are eight members of staff working with the children, including six with an early years qualification to NVQ level 2 or 3, and two members of staff are currently working towards a recognised early years qualification. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children understand the importance of good self-care skills as they wash their hands at appropriate times. They learn about keeping clean as they talk about getting 'rid of germs' before snack time. Children benefit from the good hygiene procedures in the pre-school, which are implemented effectively by all staff. This helps to keep the children healthy and protected from the spread of possible infection.

Accident and medication records are in place and most are maintained well, however parents do not always sign the entries in the accident book to acknowledge that they have been informed. The fully stocked first aid box is stored in the classroom and is easily accessible in an emergency. Most of the staff team have current first aid certificates and the supervisor ensures that at least one first aid qualified member of staff is present during each session. This ensures the children will receive appropriate treatment in an emergency.

Children are beginning to learn about the importance of healthy eating through daily routines and the settings healthy eating policy. Staff work closely with parents to provide an extensive range of healthy snack choices for the children. Children benefit from a wide selection of fruit and vegetables. Topics and themes are used to help promote healthy eating, developing the children's understanding.

Children have ample opportunities to develop their large muscle skills during a wide range of physical activities. They enjoy using the outdoor area daily and they also have access to the school adventure park twice a week and the school hall during wet weather. Children are beginning to recognise the changes to their bodies during and after physical activities. Fresh drinking water is available throughout the session from a small water jug to one side of the room. Children access this freely and enjoy filling their cups independently. They talk to each other about being thirsty after running around and 'all that jumping!'.

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

The provision is good.

Children benefit from an extremely safe and secure environment because the staff are vigilant and remove any possible hazards. For example, they remind the children about the dangers of toys being left on the floor and clear up spillages quickly and efficiently with little fuss to prevent children slipping. Children are made aware of dangers through general conversation and consistent rules, for example, they know they must not run in the pre-school. Children learn how to keep themselves safe by practising regular fire drills, they know exactly what they must do if they hear the fire alarm. Risk assessments are in place covering all aspects of the pre-school and are reviewed regularly. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked and all visitors have to knock the door and be admitted by staff to gain entry. Visitors also have to sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to the children.

The premises are bright and welcoming and children's work is displayed effectively on the walls around the room, making them feel valued. Children benefit from using an extensive range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly.

Children are well protected because all staff have a very clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the settings responsibilities. All existing injuries and incidents are recorded and parents sign to acknowledge the entries, helping to keep children safe and protected.

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

The provision is good.

Children benefit from the good organisational skills of the staff team, they all arrive before the children to set up the days activities. Children are able to freely access resources from low-level storage units around the room. They self-select items and show high levels of independence, which is actively encouraged by all staff. Children enjoy the stimulating and exciting environment. They are keen to try new things and enthusiastically participate in the extensive range of activities on offer. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open-ended questions, encouraging the children to share their ideas and thoughts with confidence.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good working knowledge and a thorough understanding of the Foundation Stage and the early learning goals. Each activity is linked to a specific stepping stone, aimed at the needs of the individual children. Staff show an awareness and familiarity with each area of

learning, helping to ensure children make good progress across the board. The staff team work exceptionally well together, continually gleaning information about the children's individual achievements and identifying their next steps. The staff team plan the well balanced curriculum together at staff meetings, sharing information about each child and incorporating their needs into the short term plans. This ensures every child is able to reach their full potential through purposeful activities and strong support from all the staff. However, children's listening skills are limited during large group activities, they often talk over each other or shout to be heard above the staff leading the activities, sometimes missing the aim of the activity.

Staff find new ways to ensure the children are focussed, interested and motivated, for example, changing the medium term curriculum planning to more physical and active themes, because the children in this particular group love drama and role-play and would lose interest in some of the long term plans already in place. Staff get to know each child and their level of understanding extremely well. This enables them to differentiate all activities to meet each child's understanding. Children flourish because they feel valued and are able to reach the achievable targets, building their self-esteem and creating confident learners.

Children are making good progress towards the early learning goals in all areas. Children's social skills are developing well, they are keen and eager to join in all the activities, asking questions to learn more, showing curiosity. Children show high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings in small groups or individual activities. Children's vocabulary is developing well and staff introduce new words at every opportunity. Children understand that text has meaning as they handle books independently and make good use of the comfortable book area. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to and above 15 throughout the day using one to one correspondence with everyday items. Children use mathematical language with confidence, talking about shape, size, position and quantity during their play.

Children have many opportunities to use and handle an extensive range of natural and manmade materials. Children have a good sense of time and place, as they recall past events and activities. They use their imaginations extremely well during role-play and art and craft. Children are able to self-select resources to use their imaginations, creating their own ideas. Staff ensure that all craft activities are not adult led, providing children with extensive opportunities to familiarise themselves with the materials and begin to understand their different properties and uses.

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

The provision is good.

Staff have a clear understanding of equal opportunities and children benefit greatly because they have equal access to the wide array of resources, activities and staff attention, helping them to feel valued and respected. Staff take the time to get to know each child and their families well, helping to build strong relationships. Children benefit because staff are able to plan and organise activities and daily routines to

meet the needs of each child who attends. Staff implement the policies and procedures effectively. Children are treated as individuals, therefore the children's spiritual, moral, social and cultural development is fostered. Children have access to an extensive range of multicultural resources throughout the pre-school, developing their understanding of the world around them.

The pre-school supports children with special educational needs. Staff have an exceptionally clear understanding of their role, closely liaising with parents and other agencies effectively to support the children and their families. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. Staff are extremely positive role models, encouraging the use of good manners and politeness at all times. Children are beginning to understand right from wrong and behave well during most of the session because staff give clear explanations, relative to each child's level of understanding.

Children benefit from well established relationships with parents and carers, which help to secure the relationships they build within the group. Staff develop strong relationships with the parents and take the time to get to know each family well. Parents complete detailed registration forms about their children, which are discussed in detail, this helps to ensure that children's individual needs are fully met. Parents feel staff are friendly and approachable, they are able to discuss issues with the staff at any time. Parents receive newsletters and the notice board is used effectively to keep parents informed. They also have access to the settings full policies and procedures.

The partnership with parents of children who receive funding for nursery education is good. Parents receive good quality information about the setting and the curriculum. Information about each area of learning is displayed on the wall for parents, helping to involve them in their children's learning. Parents have access to their children's progress records at any time and are able to make contributions about their children's learning at home. Parents are encouraged to be involved with their children's learning by staying as long as they like when they bring their children into the setting. Staff keep them informed about topics and themes through the newsletters and activity sheets, helping to build good links with home.

## **Organisation**

The organisation is good.

Daily routines are organised exceptionally well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied, interested and stimulated throughout the sessions, which has a positive effect on behaviour. The ratios are maintained at all times and staff deployment is extremely effective, enabling staff to provide good quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. Comprehensive procedures are in place to ensure all adults are checked and new staff complete an induction programme, ensuring children are safe. Children are well protected because all policies and procedures are implemented

effectively. Most of the required paperwork and documentation is maintained to a high standard and is readily available for inspection at any time.

The leadership and management of the setting is good. The committee support the staff team well. The supervisor is responsible for the day-to-day running of the group and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Staff complete appraisals which are used to identify strengths, weaknesses and training needs. The staff team work exceptionally well together, providing a stimulating and vibrant environment for the children. The whole staff team are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Staff all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the extensive knowledge and experience of the staff. They are highly committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

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

At the last care inspection the setting was asked to amend the complaints procedure to include Ofsted as the registering authority, ensure procedures for lost or uncollected children are shared with parents and update the child protection procedures to include allegations against staff. The full set of policies have been updated to include Ofsted details and shared with all the parents of the children who attend, helping to keep them fully informed. They were also asked to request written permission from parents for seeking emergency medical advice or treatment. The registration forms have been updated and now include this section, ensuring that children will receive appropriate treatment if an accident occurs at the setting.

At the last inspection for nursery education the setting was asked to increase the use of the outside play area to provide more opportunities to extend children's physical development and improve the development of communication and language skills for children with English as a second language. Children now use the outside play area daily and activities are set up to cover all six areas of learning. Children also have the use of the school adventure playground and hall to ensure their physical development is being fully promoted during their time at the setting. Children with English as an additional language are supported well. The supervisor has built strong links with EMAS, an interpreting support service, and has attended training to develop her skills in communicating with children who have English as an additional language. The training has been cascaded to the staff team ensuring all children and their families are fully supported, included and integrated into all aspects of pre-school life.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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:

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 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):

- ensure parents sign to acknowledge all entries in the accident book

### **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):

- further develop the children's listening skills during group activities to ensure all children feel their personal contribution is valued and respected (also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)