



## Beetley and District Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	253957
<b>Inspection date</b>	12 October 2006
<b>Inspector</b>	Melanie Calway
<b>Setting Address</b>	The Mobile, St Mary's County Primary School, Elmham Road, Beetley, DEREHAM, Norfolk, NR20 4BW
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<b>Registered person</b>	Beetley And District Pre-School
<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 satisfactory. 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?

Beetley and District Pre-school opened in 1971. It operates from one room in a modular building sited in the grounds of St Mary's Primary School in Beetley. A maximum of 24 children may attend the pre-school at any one time. The pre-school runs sessions from 8.30 to 3.30 each week day during school term time, including a breakfast and lunch club. All children share access to a secure enclosed outdoor play area.

There are currently 13 children from two to five years on roll, all of whom receive funding for early education. Children come from Beetley and the surrounding area. Children attend for a variety of sessions. The setting currently supports a small number of children with learning difficulties or disabilities but none who speak English as an additional language.

The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications. The setting receives support from a teacher from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted well because there are good hygiene procedures in place. Children are encouraged to wash their hands before eating and after using the toilet and some do it without prompting. They are able to use the toilets and sinks independently and use their own labelled towels to minimise the risk of cross infection. All areas used by children are clean. A cleaning checklist ensures that staff are aware of their responsibilities and maintain the environment to a good standard of cleanliness.

Children's medical needs are met because all of the relevant information is obtained from parents. A list is displayed in the kitchen so that staff are aware of any children with allergies. There are four staff qualified in First Aid. Two well stocked first aid cabinets are on the wall in a side room and are checked at regular intervals so that staff can deal with minor accidents and injuries appropriately. Children are protected from the risk of infection because parents are made aware that they need to keep infectious children away from the setting. There is a clear sickness procedure and up to date guidelines on exclusion periods are displayed on the notice board.

Children can rest, if they need to, as there are soft cushions in the book area. They have some opportunities for exercise and fresh air as they go out to play on most days. They are able to use the school facilities as well as their own enclosed area. They develop increasing co-ordination and control as they balance bean bags on different parts of their bodies or use the school play equipment to practise balancing skills. However, opportunities for physical play are limited to times decided on by adults and sometimes they do not go outside until the later part of the session, giving them little physical outlet early on, if they need it. Inside they are able to develop fine manipulative skills by using scissors, play dough tools, pencils and paint brushes.

Children are well nourished. They are offered a healthy snack of fruit and bread and butter. They are provided with milk, juice or water at snack time and can access fresh drinking water at all times from a tap in the play room. Children can opt to have a hot lunch provided by the school or bring a packed lunch. Lunches are stored in the fridge and some staff members have a certificate in food hygiene so they know how to deal with food safely. Children's dietary requirements are met as all the relevant information is obtained from parents.

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

The provision is good.

Children are cared for in a building which is safe and suitable for the purpose. There are good security systems in place to prevent intruders getting in or children getting out. The doors are protected by a key pad lock and alarm system. The premises are bright and welcoming for children and families with colourful posters and displays around the room and children can

choose from a range of activities selected for them. Children play with toys which are safe and suitable. Equipment is checked regularly and faulty items discarded. New toys are checked to see if have the recognised safety symbols.

Children are kept safe because staff are well deployed in the setting and supervise children effectively. Children are beginning to learn how to keep themselves safe because they are given explanations about safety, for example 'you need to walk or you might trip and hurt yourself'. They are prevented from accessing areas such as the kitchen or the office and hot drinks and hazardous materials are stored safely out of reach. Children are kept safe on outings as there are good procedures in place and a risk assessment is carried out beforehand. Children are protected from the risk of fire as clear fire procedures are displayed in different parts of the setting and regular drills are carried out so that children know what to do in the event of a fire.

Children's welfare is safeguarded as staff have a good knowledge of child protection procedures. They have attended training and are aware of their duty to refer any concerns. Information on child protection procedures is kept in the office.

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

The provision is good.

Children enter the setting confidently and settle quickly to a good range of activities. Parents come in with them and help them to hang up coats and bags and put their towels on hooks in the bathroom. Staff greet them warmly to make them feel welcome. They are able to choose from a selection of table top activities, large construction, home corner, painting and sand. Children can bring in items to play with or comforters and there is a special table to keep these when they are not being used. Staff position themselves at activities so that they can support and interact with the children. They talk to children about their experiences to help develop their self-esteem. For example, children who have new pets are encouraged to talk about them and show photographs from their scrap book. Adults sit and chat with children while they have their packed lunches but do not always fully engage with the children at this time as other children are leaving. The arrangements for lunch time do not fully promote children's learning and enjoyment as children eat straight from lunch boxes and some are unable to unwrap their sandwiches without adult help. At other times children are developing independence as they put on aprons for painting and hang them up when they have finished with them, use the toilets and sinks independently, help to tidy up, pour drinks at snack time and put on coats and hats for outside play.

Children under three are cared for appropriately and can join in with all aspects of the provision. Staff have a good understanding of children's developmental needs. Some staff have commenced training on the 'Birth to three matters' framework pack.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and plan activities which cover all six areas of learning. Plans are displayed in the room and show the aims of activities and staff responsibilities so they are clear about what they are expected to do.

Children are confident communicators and use language to express ideas and communicate their needs. Children are recognising print as there are printed labels around the room and as they pick out their own name to self register when they come in. Some can write their own names on their paintings and others are given support to achieve this. Adults model writing and children learn that print carries meaning as they tell staff what they have enjoyed playing with and staff write what they have been told in the children's scrap books. Children visit the mobile library and help to choose books. They listen attentively to stories in small groups but do not often access books independently.

They have lots of opportunities to count during the session and recognise numbers as they hang coats and towels up on numbered hooks. However, some opportunities for children to carry out simple calculations are missed. Children are learning about the world around them through the current topic of people who help us, which has involved visits from the fire and paramedic services. They can use a computer and enjoy playing with old mobile phones in their role play. They express themselves using paint and play dough or plasticine and use their imaginations in role play as they play with a fire engine and fire extinguishers, which they have made.

Children co-operate and play well with each other as they role play or construct using old cartons. They are generally well behaved and motivated to learn. They concentrate well during small group activities showing an interest in what they are doing.

Staff interact with children asking them questions to extend their play and learning. They know the children and their stage of development well as they make regular observations of children's achievements which are then transferred into their assessment records. They also record next steps for individual children and these are kept in a planning folder so that when staff plan they can use these to build on opportunities to help children progress.

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

The provision is good.

Children's individual needs are met because the group gathers good information about them when they start. Parents are asked to fill out a record about their home background, including children's preferences, what siblings and pets they have. Information is also gathered on their record forms regarding their care and medical needs. Children are beginning to learn about the wider world as the group covers topics from around the world and some resources reflect other cultures. Children with learning difficulties and disabilities are given the support they need so that they are able to be fully included and integrated in the group. All children are currently learning to communicate using the Makaton system and enjoy sharing their new knowledge with each other and with their parents. Staff have attended some training on Special Educational Needs and liaise with external agencies to ensure they meet the needs of all children.

Children are well behaved while at the setting. Staff speak to children in a positive manner and use methods such as distraction. Parents are made aware of the behaviour policy, which is published in the brochure and children know what is expected of them as there are consistent guidelines. Children's spiritual, moral, social and cultural development is fostered.

They are forming positive relationships with adults and with each other. They are learning about the world around them and about other cultures through planned topics.

Children are cared for effectively because there is a good relationship with parents. Parents receive useful information and advice in the brochure which also includes some of the key policies and procedures. A notice board in the lobby also helps to keep parents informed as well as regular news letters. Parents are asked for ideas and suggestions and these are acted on when it is felt they will improve the practice of the group. Parents are made aware of how to make a complaint as the complaints procedure is in the brochure.

The partnership with parents and carers of funded children is good. Parents receive information about the Foundation Stage in the brochure. The assessment system is explained to them individually and on open sessions and they are asked to contribute to children's scrap books and their learning stories.

## **Organisation**

The organisation is satisfactory.

Children are cared for by an experienced and qualified staff team. They access regular training to ensure that their knowledge and skills are updated. Staff have all the necessary clearances in place to work with children. However, Ofsted has not been notified about changes to the management committee and as a result current committee members have not undergone the required vetting procedures. This has resulted in a breach of regulations and therefore has had an impact on the overall judgement of this inspection. Children are protected as volunteers are never left alone with them. Students and volunteers are well supervised and there is an induction process for new staff and volunteers.

The environment is well organised to promote children's independence and well being. Staff work well as a team and are aware of their responsibilities. The team is consistent so children feel secure and a key worker system is used so that staff get to know children well.

The leadership and management of funded children is good. Staff meet regularly and monitor the quality of nursery education. They implement changes where they feel they can improve the quality of teaching and learning. They are currently undertaking the Norfolk Quality Kite mark assurance scheme in order to develop their practice.

Most of the required documentation is kept and is well maintained. There is a small office where documentation is stored and a lockable filing cabinet where children's records can be stored confidentially. Overall the needs of the children are met.

## **Improvements since the last inspection**

At the last inspection the group was asked to provide children with healthy and nutritious snacks. Children are now given a healthy snack of fruit and bread and butter. They were also

asked to ensure that fire drills conformed to fire service requirements. The group now carries out regular fire drills once a term.

### **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 which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **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):

- organise lunch time to make it more attractive to children and to fully promote their learning, enjoyment and independence
- put systems in place to notify Ofsted of any significant changes, in particular, changes to management personnel so that the suitability process can be properly completed and clearances obtained.

#### **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):

- increase opportunities for children to experience physical play throughout the session, access books independently and use simple calculation.

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)