



Bengeworth Pre-School

Inspection report for early years provision

Unique Reference Number	205252
Inspection date	20 October 2006
Inspector	Sally Wride
Setting Address	Bengeworth Church Hall, 8 Broadway Road, Bengeworth, Evesham, Worcestershire, WR11 1BH
Telephone number	01386 421866
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Registered person	Bengeworth Pre-School Ltd
Type of inspection	Integrated
Type of care	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.

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?

Bengeworth Pre-School opened in 1994. It operates from a church hall in the Bengeworth area of Evesham. The setting serves the local area and has links with local schools. There is a fully enclosed play area for outside play.

There are currently 37 children from 2 to 3-years-old on roll. This includes 21 funded 3-years-old. Children attend for a variety of sessions. The setting currently supports children with learning difficulties or disabilities, and has procedures in place to support children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 for younger children and from 13:00 until 15:30 for three and four-year-olds. The number of morning sessions vary depending on demand for places.

There are six members of staff who work with the children. All of these staff have early years qualifications to National Vocational Qualification level 2 or 3. The setting is member of the Pre-school Learning Alliance (PLA) and receives support from a mentor teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the basics of good hygiene practice as they wash their hands at appropriate times throughout the session. Picture symbols are displayed to help the children in the identification of how they should wash their hands, but limited information is given to them about why it is good practice to do so and how it will help to keep them healthy. Although the children wash their hands at appropriate times, such as after using the toilet and before their snacks, they currently share the same bowl of water, which puts them at unnecessary risk of infection. Positive steps are taken to prevent the spread of infection when children become ill, and minor accidents and children's medication needs are carefully recorded.

Children have daily opportunities to develop their physical skills. At present, the setting does not have the use of an outdoor play area, but opportunities are provided to be physically active each day indoors. The children practise their climbing skills on a small frame and have many opportunities to learn how to move their bodies in different ways. They ride on wheeled toys. Many of the children pedal well and are able to control their speed to negotiate corners. They throw, roll and catch balls, bean bags and hula hoops. Children enjoy regular music and movement sessions where they dance along to familiar music, copy staff actions and also experiment with their own. They practise their balancing skills as they move across balancing equipment. They move spontaneously, with increasing control and coordination and are developing an awareness of personal space and how to avoid bumping into each other as they play. They effectively use tools to roll and cut out shapes in dough and demonstrate increasing control when making marks with crayons, pencils and paint brushes.

The children are well nourished and suitably hydrated. They enjoy snacks and drinks provided in a lunch box by their parents. This ensures that children's individual dietary needs are well met. The staff talk to parents at an initial meeting to discuss foods that are healthy and appropriate to provide. The vast majority of children have a piece of fresh fruit and snacks that contribute to a healthy diet. Staff talk to the children at snack time, but do not actively encourage conversations based on the importance of eating a healthy diet. This limits children's opportunities to learn about keeping themselves fit and healthy through the foods that they eat. Snack times are relaxed, social occasions when children sit together around the table to enjoy their food and each other's company. They display good manners, thanking staff for helping them to open their drinks. They chat with their peers about their day and things that are important to them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where space is organised and used effectively to enable them to play safely and move freely between activities. The layout of the room is well planned to create different learning areas for imaginative, creative, physical and free play. Some of the children's art work is displayed on the walls to show that it is valued. Written risk assessments are in place and are regularly reviewed and updated. Visual risk assessments are also completed each day in order to further identify and minimise potential hazards to children.

The children enjoy a wide range of toys and resources that are in good condition and are well maintained. All equipment is regularly cleaned to ensure that they remain hygienic for the children to use. Toys and resources are selected by staff, however, children have the opportunity to self select from the range that is made available to them. They are rotated regularly to ensure children's continued enjoyment and stimulation and placed at child height so that children can choose from them safely and freely.

Children's well-being is safeguarded by the staff's knowledge of the Local Safeguarding Children Board (LSCB) procedures and their understanding of their responsibilities for the welfare of the children in their care. The children are protected by staff who are vigilant and who demonstrate a clear knowledge of the known indicators of child abuse. The children develop an understanding of how to keep themselves safe as they practise the actions that they should take in the event of a fire every half term. During role play activities, children develop their understanding of road safety. They use stop and go signs to control the traffic of wheeled toys that their peers pedal around a course.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and enjoy their time at pre-school. They are confident and self-assured to work and play independently or in groups. Children are interested and involved in a range of worthwhile play opportunities, which promote their emotional, physical, social and intellectual development. They are forming positive relationships with other children and staff who help them to develop their confidence through sensitive interactions and regular encouragement. They behave very well, sharing resources and taking turns. Younger children's care and learning is well promoted. They are able to fully participate in the range of activities on offer because they are adapted to meet their individual ages and stages of development. The staff have recently attended an introductory course on the "Birth to three matters" framework and are currently developing the framework's use within the setting. Many of the younger children are enthusiastic about small world play and use a range of small world figures and equipment to act out familiar roles, engrossed in their play. They spend time using shape sorters, developing their small muscle skills and learning the names of shapes. They enjoy jigsaw puzzles, recognising familiar animals and learning about unfamiliar ones as they sort, match and fit the pieces together. They participate in structured art activities, using a range of materials to create 'under the sea' craft work. They enjoy the feel of paint on their hands as they use

brushes to paint their hands and make print on pieces of paper. They talk openly to staff and their peers about their home lives and families and enjoy their time at pre-school.

Nursery Education:

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the Foundation Stage Curriculum and plan a wide range of activities, which appeal to the children and covers all six areas of learning. A flexible approach to the daily routine is applied, with a good balance between adult and child-led activities. The flexibility allows the children to develop at their own pace and ensures that they are not rushed when engaged in self chosen play activities. Staff are enthusiastic in their delivery of the curriculum. They offer clear instructions and interact well with the children. They listen to them and question them appropriately to encourage and extend their thinking. Consequently, children are motivated to learn and concentrate well at given tasks. Staff are alert to the needs of their key children for whom they undertake regular informal observations. The information from these observations is then used to formulate children's assessment records, which are clearly linked to the stepping stones. Although children's progress is clearly shown in their assessment records, this information is not systematically used to inform future planning to help children make further progress towards the early learning goals. Children with learning difficulties integrate well and make sound progress because suitable procedures are in place and activities are adapted to meet their individual needs.

All children are developing confidence and are interested and motivated to learn. They demonstrate increasing independence in selecting activities they want to be involved in. They enjoy good quality free play in the well resourced environment and eagerly participate in more structured activities. They receive good support from staff, who extend their learning by talking to them and making helpful suggestions. They relate well to each other as they play in groups or in pairs. They explore their own ideas and develop their play according to their own thinking and imagination. Most children are confident speakers and offer their opinions during circle time. Children are able to recognise their own name cards and enjoy looking at books and listening to and joining in with stories. Children are able to develop their early writing skills during their play and through more structured activities. They have daily opportunities to use their imaginations as they take part in craft activities, experiment with musical instruments and participate in role play, based on first hand experiences.

Children confidently use mathematical language in their play and see some numbers displayed around the room to develop their number recognition skills. Many count with confidence, sometimes beyond ten. They use different sized measuring jugs and utensils in the water and sand trays and use appropriate mathematical language, such as small, heavy, full and light to compare quantities of weight. They organise their own thoughts and ideas while playing with small world figures, farm and zoo animals and understand positional language. Through participation in singing some of their favourite rhymes such as 'five currant buns' they begin to develop an understanding about subtraction. Staff motivate the children to test their predictions. For example, they consider which toy will weigh the heaviest and test and explore with a range of resources. Children have regular opportunities to learn about volume, such as pouring water into different sized containers and estimating which container will hold the most. They use simple working technology to support their learning. They learn about the wider world

through discussions and taking part in the celebration of festivals. Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are welcomed and play a full part in the life of the setting because the staff value and respect their individuality. The children feel a good sense of belonging and are happy and settled in their calm, caring environment, with trusted staff. They work harmoniously with others and behave very well. They make choices and decisions about what they would like to play with and how they would like to spend their time. Behaviour is very good and children respond to the clear and effective strategies which encourage positive behaviour. They enjoy each other's company and play harmoniously together. They share their toys and actively seek out their friends to join in with their games. Children receive regular reassurance, praise and encouragement from staff who interact and involve themselves in their play. Children are considerate, for example, one child said 'would you like to come and play with me' to another child who stood watching a group of children play. Picture symbols are effective in helping children to recognise what is coming next in the daily routine and identify how staff would like them to behave in certain situations, for example, sitting nicely at circle time and promoting good listening and looking skills.

The children enjoy a range of planned activities that help to develop their understanding and awareness of the world in which they live. These include festivals and events from their own and other religions, including Christmas, Easter, Hanukkah and Chinese New Year. Although there is a suitable range of resources that promote positive images of diversity, these are not always readily available in everyday play situations. As a result, children's knowledge and understanding of diversity is not fully promoted. There are clear procedures in place to identify and support children with learning difficulties or disabilities. Effective partnerships between staff, parents and external agencies ensure that children are well supported and are able to participate in the life of the setting. This positive approach actively promotes inclusion. Well detailed individual education plans (IEP's) are produced to identify short-term targets for children. These are discussed with parents, along with the progress that the children are making. Children with learning difficulties or disabilities receive appropriate support to enable them to take part in the same activities as their peers. They are sensitively supported by staff who work alongside them to help facilitate their play, at a pace, suitable for their individual stages of learning and development. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents and carers is good. Children benefit from the positive relationships that staff have with their parents. Parents receive written information, in the form of a prospectus, about how the setting operates. This includes some basic information about the setting's policies and practice. Further and more detailed policies and procedures are in place, but these are not readily accessible for parents to view on a day to day basis. Parents receive written information about the Foundation Stage Curriculum and the six areas of learning and meet with staff prior to their child's placement to discuss and identify their children's starting points and capabilities. They can access their children's records at any time but are not actively

involved in assisting staff in the identification of individual learning targets for their children. Parents are invited to a parent's evening prior to their children starting school to discuss their progress. Daily exchanges of information ensure that parents are kept informed about their child's progress and the activities that they have enjoyed whilst at the setting. Parents of children receiving nursery education receive written information about planned activities that the children will experience during their time at the setting. They have opportunities to contribute resources for topics and are encouraged to build on their children's experiences in the pre-school by following up activities, books, songs and rhymes at home.

Organisation

The organisation is good.

Children benefit from the effective organisation of staff, space and resources. The indoor space is laid out effectively to allow for active and quiet play with children being able to move around safely and freely. A small but well presented outdoor play area is usually available for the children, however, the staff are currently reviewing fire evacuation procedures from this area and it is currently not in use. Staff are effectively deployed to ensure that children receive individual attention to support and extend their learning. Children's care and welfare is safeguarded by well maintained documentation and record keeping. Records are stored confidentially and are only accessed by the staff.

The leadership and management of the setting is good. Staff work well together to ensure that policies and procedures are effective, relevant and put into practice appropriately. There is a very low turnover of staff at the setting, which provides children with a sense of security. The staff are motivated and work well together as a well established team. Children's development is further enhanced through the ongoing commitment of staff to continue to develop their knowledge through training. All staff are committed to ensuring that the needs of all children are addressed and that all children feel included within the life of the setting. Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. Appraisal systems are in place and are effective in monitoring staff performance and ensuring training needs are met. All staff regularly meet to discuss the settings aims and practice. The manager fully involves staff in the decision making and planning processes which ensures that all staff are able to implement their ideas and make suggestions about how to move the setting and the children's learning opportunities forward. They hold informal meetings prior to and after each session to verbally inform each other of any relevant information and events, which ensures that children's needs are effectively met. Staff have worked in partnership to identify areas of particular strength and weakness within the setting and have highlighted areas for improvement in an action plan, that links directly to the five outcomes for children. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider agreed to improve systems for monitoring the adult to child ratios for mixed-aged groups of children. The setting have since improved the daily record of attendance to ensure that it clearly shows how many children aged under and over three-years-old are being cared for during each session. It also identifies which staff have been working at the setting on that day and demonstrates that the required adult to child ratios are

effectively maintained. The provider agreed to make a copy of the current risk assessment available on site. This has now been provided and is available to all members of staff, which ensures that they are all aware of their roles and responsibilities in keeping children safe. The provider agreed to practise emergency evacuation procedures in accordance with their policy and to meet the requirements of the National Standards. Children now learn about fire safety and the actions that they should take in the event of an emergency through half-termly emergency evacuation practises. A record is maintained in relation to when these practises have been undertaken.

At the last nursery education inspection, the provider agreed to review the content and organisation of large group discussions and the management of some large scale imaginative play activities. Staff are now actively involved in large group discussions, sat amongst the children to support them which ensures that their interest is engaged. During imaginative play activities, the staff are close at hand and oversee children's play. They interact with the children, encourage their thinking by asking them questions and join in with their play. This ensures that children are able to develop their imaginative play ideas, but also have staff near by for input and involvement. The provider agreed to develop procedures for undertaking formal evaluations of topics and activities and for incorporating the outcomes of these and the information from assessments of children's progress into future planning. Since then, evaluations of all planned activities have been completed, however, this information and the information gained from children's observations and assessments are not directly linked to future planning and identified areas of learning for individual children. Therefore this remains an area for further development. The provider agreed to further develop ways to ensure that all parents can exchange information about their child's progress. The staff have introduced a system to meet with parents prior to the children starting in their care to undertake initial assessments of children's capabilities and starting points. They then verbally exchange information each day about children's care and the progress that they are making and invite parents in for a meeting prior to their children starting at school. Through the prospectus and verbal communications, parents are made aware that they can access their children's assessment records at any time.

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.

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):

- improve hand washing arrangements to ensure that children are protected from cross contamination
- ensure children have more regular access to the range of resources available that reflect positive images of ethnicity, culture, disability and gender in everyday play situations

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):

- develop the link between children's assessments and future planning to ensure that children continue to make progress towards the early learning goals, based on their individual needs
- ensure that parents have more regular opportunities to feed information into their children's assessment files and ensure that the range of policies and procedures are readily accessible for parents at all times.

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