



Baschurch Pre-School Group

Inspection report for early years provision

Unique Reference Number	224035
Inspection date	11 October 2006
Inspector	Kathryn Mary Harding
Setting Address	Baschurch Village Hall, Eyton Lane, Baschurch, Shrewsbury, Shropshire, SY4 2JN
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Registered person	Baschurch Pre-School Group
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?

Baschurch Pre School opened in 1975 and operates from two rooms in a multi-use building. It is situated in the Baschurch village hall, North Shropshire. A maximum of 28 children may attend the setting at any one time. The setting is open each weekday from 09.00 to 13.00 term time only. All children share access to an enclosed outdoor play area.

There are currently 37 children aged from two to under five years on roll. Of these, 35 children receive funding for early education. The setting currently supports children with learning difficulties and/or disabilities and would support children who speak English as an additional language.

The nursery employs 5 members of staff. Of these, 4 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm clean setting where they learn the importance of good personal hygiene and personal care through the daily routines. The children and staff discuss germs and the importance of correct hand washing techniques and sing a song to remind them how to do this properly. Hand washing notices and a list of infectious diseases and incubation times are displayed so promoting children's good health. However medication records are not in line with National Standards.

Children begin to understand the benefits of a healthy diet as they discuss what foods are good to eat. They take part in a healthy life style survey as they complete a questionnaire with parents about what exercise they do and look at the effects of exercise on their body. They are offered healthy and nutritious snacks, such as fresh fruit and peppers. A colourful display board informs parents what the children have had at snack time. They are offered regular drinks such as milk or water and they are able to access their own water throughout the session.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help children develop control of their bodies. They can ride around on scooters and trikes outside or move in different ways to the music, such as hopping or jumping indoors. They can access a wide range of equipment such as construction sets, play dough and scissors to help develop their fine control skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly greeted by staff on arrival and parents stay with their child to settle them into the session. As the building is multi-use staff have to set the room up before the start of every session. The rooms of the pre-school are made more welcoming by children's work and posters being displayed on the walls and boards. The rooms are visually checked prior to the children arriving to ensure that they are safe and this is recorded.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards and are regularly checked. Resources are organised in open shelf storage units, at child height, so encouraging children's independent access. Children are encouraged to be involved in tidying up and voluntarily pick up spilled art materials from the floor.

Children learn how to keep themselves safe as they are reminded to walk indoors and are encouraged to wear a safety helmet before riding around on trikes outside. Staff have most of the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. They have a good knowledge of child protection procedures in line with The Local Safeguarding Children Board and all staff have attended a workshop on child protection matters.

Helping children achieve well and enjoy what they do

The provision is good.

At adult-led time younger children are grouped separately and follow the 'Birth to three matters' framework. They take part in a good range of varied activities and play opportunities which they find interesting and enjoyable such as exploring in the flour and the saw dust. Staff know the children well and cater for their needs well, as they have a key worker system in place. Children have opportunities to make decisions about what they want to play with at child-led times, so increasing their independence. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Staff support children very well as they play in the flour. They get down on the floor and encourage the children to share the small world figures when playing with the construction sets.

Staff offer a good level of support to children, as they extend children's learning by asking open-ended questions as they talk about how the flour feels and what it looks like. Staff have a good understanding of child development which enables them to offer good care. Observations and assessments link into planning the next steps in children's learning, so progression is ensured.

Nursery Education.

The quality of teaching and learning is good.

Children are interested in what they are doing and staff support them well in their play, making children feel valued. Staff are sensitive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking, language skills and mathematical thinking. As children play in the grocers shop they are encouraged to estimate and practically solve simple number problems.

Children access a good range of well chosen resources which support their development across all areas of learning. They behave well, with staff continually praising and encouraging them, so enhancing their self-esteem. They play happily together and concentrate for sustained periods of time when completing the puzzles and take turns when playing with the computer. At child-led times children freely choose and confidently make decisions about their play, so encouraging their independence and self-confidence.

Children confidently talk in small groups about what they would like to play with and what they have been playing with during the session. However they sometimes become unsettled in large groups so they cannot listen to what is being said. In small groups, they listen intently to stories, become involved in them and staff relay stories in a lively way, so encouraging and motivating the children's interest in books. Children readily access books and share them with each other. They learn to mark-make for a purpose when they make lists in the shop. A well-resourced writing trolley is available and children access this and make cards to send to their friends.

Children gain confidence in using and recognising numbers during the daily routines and respond to challenges to extend their mathematical vocabulary and skills in planned and spontaneous

opportunities. They are encouraged to solve problems in a practical way, for example, when counting how many apples there are and guessing how much money is in the container. They look at and explore the shape of everyday objects and talk about the bread using language of size.

Children gain knowledge of the world around them and of time and place through a variety of activities. They freely talk about their families and their lives and important events to them, such as who their friends are, so making them feel valued. They learn about how things work as they switch the cash register on and use the torches as they go around the room. A computer with educational programmes is readily available and children access this to support and consolidate their learning. They explore, predict and investigate when looking at the strawberries and flowers they are growing and when playing in the sawdust and flour.

Children's large scale movement skills develop and improve through a wide variety of experiences, including activities to develop skills of climbing and sliding. They move confidently around the indoor and outdoor area and access a wide range of activities to develop their fine control skills including construction sets, play dough and writing materials.

Children explore using their senses, different textures and materials. They freely access a well resourced art area to make their own creations. They play imaginatively in the grocers shop and make up their own stories as they ask the other customers to sign out of the shop. They sing their favourite nursery rhymes and spontaneously dance to the rhythm of the background music. They move around the room in time to the music, stop when the music stops and make themselves into the shape of a different type of bread.

Systems are in place that support children with special educational needs to effectively meet their needs. This includes liaising very closely with parents, external agencies and drawing up individual education plans.

Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are valued, listened to and respected as individuals. Their awareness of diversity and understanding of others is extended as the setting have a wide range of activities and resources to positively reflect diversity. Children look at different festivals such as Rosh Hashana and take part in activities linked in with the festival, such as food tasting. In order to encourage their understanding of the local community children perform a concert at a local residential home. Staff inform the local community about what the children are doing in the pre-school as they put articles in the local magazine.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning. Parents can borrow resources from the setting to help further promote children's learning.

Staff have a consistent approach to managing children's behaviour. As a result children behave well and understand what is expected of them, as they are made aware of the consequences of their behaviour. Good behaviour is encouraged as the staff give lots of praise and encouragement to the children for their efforts and talk positively to the children. At snack time good manners and helpfulness are encouraged. Kindness and respect is promoted so children relate well to each other and learn to have consideration for others. Adults model good manners as they thank others for their help. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs and ensure their protection. Parents are encouraged to share what they know about their child by completing an "All about me" book. They are invited to complete a diary of special events in their child's life and are invited on outings and to social events. Children complete a diary in the session and staff complete a profile, which contains photographs and children's art work, so parents are aware of what their child is doing at pre-school. The key worker writes a report for the parent as the child is leaving the setting. An informative notice board is available for parents and they can watch a slide show at the end of each session showing pictures of what the children have been doing. Pre-school children's learning is enhanced, for example, by them taking library books and videos home to share with parents.

Organisation

The organisation is good.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care. There is an operational plan in place which underpins the day to day running of the service.

The rooms are well laid out with different areas of learning sectioned off. However sometimes children become unsettled during large group activities and cannot always listen to what is being said. Staff have a development plan showing how they want to take the setting forward in the next year and how they have evaluated their strengths and weaknesses, so showing a commitment to improvement.

Leadership and management of the setting is good. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. Key roles within the setting are well defined so all staff are aware of their responsibilities. Staff have annual appraisals to ensure they are all working to effectively meet the children's needs. Most of the required paperwork is in place. However medication requirements need to be in line with National Standards. Staff are friendly, enthusiastic, dedicated and work very well together as a team to promote children's health, enjoyment and achievement. They attend regular training so demonstrating a commitment to developing their practice.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting agreed to ensure that day care provided for children is less than four hours, ensure that hand washing procedures comply with Environmental Health and ensure children are safe when moving indoors. The setting offers day care for just under four hours each session which includes a lunch club. The setting no longer use communal bowls of water for hand washing so promoting children's good health and children are encouraged to walk indoors, so helping to keep them safe.

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):

- ensure medication records are in line with National Standards

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):

- ensure that staff are deployed effectively during large group activities.

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