



## **Blackboys Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	109388
<b>Inspection date</b>	13 November 2006
<b>Inspector</b>	Fran Fielder
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<b>Registered person</b>	Blackboys 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?

Blackboys Pre-School is run by a voluntary committee. The group has been in existence for more than 20 years and was first registered in 1992.

It operates from a hall situated close to the centre of the village of Blackboys, near Uckfield. It serves families from the village and the surrounding area. The accommodation comprises of two halls, a kitchen and toilet facilities. There is a secure outdoor play area.

The group is registered to care for a maximum of 24 children at any one time. There are 19 children on roll. Of these nine are in receipt of nursery education funding. The group supports children with special needs and makes provision for those who speak English as an additional language.

The group is open from Monday to Friday from 9.15 until 12.15 during school term times only. Children can bring a packed lunch and stay to eat it at the end of each session until 13.00.

There are five members of staff who work with the children. Two members of staff have a suitable early years qualification and another two are training.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment where effective daily routines prevent the spread of infection. From an early age, children learn the importance of good personal hygiene. They have a very good understanding of why they need to wash their hands before they handle food. This is because staff reinforce the importance of hand washing as a way of preventing tummy upsets.

Children learn the benefits of a healthy diet by discussing foods that are good for them. At snack time, children receive an excellent range of nutritious food from various cultures. When celebrating Diwali, children enjoy rice cakes, dried apricots, banana chips and fruit salad. This ensures children develop a taste for wholesome foods. Children have a choice of milk or water with their snack and know they can ask for a drink of 'nice fresh water' whenever they feel thirsty. This encourages them to think about their needs and ensures they do not become dehydrated. Parents provide a packed meal if their child stays to lunch club. Children enjoy the social side of eating together and staff encourage parents to provide healthy options.

Children move confidently when playing in the lovely outdoor area. They show good co-ordination when running and jumping and manoeuvre wheeled toys such as scooters, very well. Children enjoy running away from animals as they listen to stories such as 'A Walk in the Jungle'. Music and movement sessions allow children to experiment with different ways of moving.

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

The provision is good.

Staff create a bright and welcoming environment for children and parents. Lovely displays of children's work show how staff value individual achievements. Children benefit from playing in a well-organised hall that allows them to move around safely from one activity to another. They have easy access to a fabulous range of carefully chosen resources that are stimulating and challenging. Many different construction resources enable children to design and build daily. The book corner is especially appealing which means children develop a keen interest in books and stories.

Regular safety checks both indoors and out ensure all areas are safe for children. The premises are secure and staff give high priority to developing children's awareness of how to keep themselves safe. Good routines and gentle reminders help children learn about safety inside

and out. The safety surfaces in the outdoor play area ensure children do not hurt themselves if they fall.

Staff have a good understanding of child protection issues. Effective procedures promote and safeguard children's welfare within the setting.

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

The provision is good.

Children are very happy, confident and independent. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. Children relate very well to each other and learn important social skills, such as sharing and being kind. Staff are caring and considerate making children feel secure and valued. Staff use Birth to three matters to plan activities that prepare children for the Foundation Stage of learning. This ensures a smooth transition for young children.

Staff have a very good understanding of child development. Children enjoy a wide range of interesting activities such as cooking, bubble painting, play dough modelling, imaginative play, dancing, singing and playing musical instruments. The activities cater for all ages, abilities and interests.

### **Nursery Education**

The quality of teaching and learning is good. A well-balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Plans include differentiation to ensure challenge and support for all. Good observations identify children's stage of learning so that staff can plan the next steps for each child. Focussed activities excite the children and staff present these well. Staff make excellent use of role-play as a learning tool. Good questioning techniques help children to organise their thoughts.

Children are extremely well motivated and enjoy new challenges. They concentrate well at self-chosen activities. Children speak confidently and enjoy good interaction with adults. The successful use of 'Jolly Phonics' means children quickly learn the sounds and names of letters. They learn to recognise their name and are keen to practise writing. Children have constant access to writing tools so they develop good control. They love stories and listen attentively.

Children count confidently and the constant reinforcement of numbers on a daily basis helps children recognise and understand the concept of number. Children give out cups and plates at snack time and match the correct number required for each table. Counting rhymes help children develop an understanding of simple calculation. Children's understanding of space, shape and measure is developing well and they readily use mathematical language during free play.

Children enjoy a range of experiences that allow them to explore and investigate. They dismantle old telephones to see how they work. They then make their own communication device using yogurt pots and string. They dig in the garden, plant bulbs and watch animals. This increases children's understanding of the world around them. Children learn to appreciate other cultures

through well-planned topics such as celebrations. Staff skilfully link many aspects of the children's day to make the celebrations meaningful. For example, during Diwali children make diva lamps, dance to Indian music, try on saris, create Rangoli patterns and eat traditional foods such as poppadoms and mango chutney.

Children enjoy experimenting with colours by mixing and blending to create new shades. They use many different materials to create interesting collages. Free painting and drawing ensures children have plenty of opportunity to express their ideas and develop their creative talents.

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

The provision is good.

Children thrive in a very positive atmosphere where all achievements are recognised. Staff treat children as individuals and staff acknowledge differences and preferences. All children have access to the full range of activities. Many resources reflect positive images of all people in society. This encourages children to develop a positive attitude towards diversity. Well-planned topics, stories and activities help children to understand and appreciate a range of cultures.

There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children behave well and learn to respect their environment. They willingly help to clear away toys and enjoy responsibilities. For example, each child has the opportunity to be the special helper for the session. They take responsibility for helping at snack time and counting during circle time. Staff are consistent in their approach to behaviour management and use appropriate strategies. This helps children learn right from wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive very good information about all aspects of the provision through newsletters, notice boards and questionnaires. During the settling in meeting parents complete an initial assessment of their child that ensures staff have a good knowledge of individual needs. A review meeting is held for staff and parents to assess how well children are settling into the provision. There are both formal and informal systems in place to for staff and parents to share information about children's individual progress and development. Parents receive good guidance on how they can support their children's learning at home.

### **Organisation**

The organisation is good.

Children benefit from playing in a well-organised environment where they receive good adult support. This helps children feel secure and confident in the setting. Effective recruitment and an ongoing induction ensure staff understand their role and responsibility to support children's welfare. Staff deployment is effective ensuring good supervision at all times and each session includes time for quiet and active play. All required documentation is in place with a few minor details lacking.

Leadership and management are good. The committee and supervisor have clear aims and defined roles and responsibilities. This ensures continuous improvement in the quality of care and education. There are effective procedures in place for the continual assessment and development of staff. Staff work very well as a team and regular meetings allow them to provide a stimulating and well-balanced programme. There are good systems in place for monitoring and evaluating the educational provision. The pre-school meets the needs of the range of children for whom it provides.

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

At the last care inspection, the recommendations made revolved around documentation, staff training and deployment, the organisation of the sessions and sharing children's progress with parents.

The committee and staff have worked extremely hard to improve the outcomes for children. All documentation is in place and correctly maintained. Regular reviews ensure everything is up to date and confidential, although some policies lack detail.

Staff deployment is good and the team show commitment to improving standards. The induction programme is ongoing and new staff are well supported by a knowledgeable supervisor. A clear training programme is in place for all staff to ensure they are suitably qualified and have sufficient knowledge to support the children in their play and learning.

Large group sessions are well organised to maintain the interests of all children. At circle time, all children sit together and enjoy singing and stories. Younger children enjoy age appropriate activities while the older children extend their learning through suitable activities such as letter sounds and names. Space is well organised indoors and out to ensure children are safe during physical activities.

Parents have regular feedback about their children's progress. Each parent meets with their child's key worker to discuss achievements and next steps in learning. This contributes to children's success as key workers give good ideas on how to support individual learning needs at home.

At the last education inspection, the group was asked to improve the planning, the recording of children's achievements and staff's knowledge of the early learning goals. Staff have a better understanding of the Foundation Stage of learning. They are well supported in their development. Staff work together to plan the topics and the supervisor creates long, medium and short-term plans. The focussed activities include differentiation and staff make observations to assess children's progress. These observations are used when planning for children's next steps to ensure all children receive good support to achieve their full potential. Parents are fully aware of their children's progress and take an active role in their children's learning.

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

Since 1 April 2004 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):

- review documentation to ensure all information is included and records are consistently well maintained

#### **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):

- continue to support the staff by further developing their understanding of the Foundation Stage of learning

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](http://www.ofsted.gov.uk)