



Balderton Pre-school (Chuter Ede)

Inspection report for early years provision

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| Unique Reference Number | EY330616 |
| Inspection date | 05 October 2006 |
| Inspector | Christine Hands |
| Setting Address | Chuter Ede Primary School, Wolfit Avenue, Balderton, NEWARK, Nottinghamshire, NG24 3PQ |
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| E-mail | |
| Registered person | Balderton Pre-school |
| Type of inspection | Integrated |
| Type of care | 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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Balderton Pre-school (Chuter Ede school) opened in 2006. The provision is registered to provide day care for a maximum of 26 children between the ages of two and eight years. It operates from a modular building on the Chuter Ede Primary school site. The pre-school is open between each weekday term time only between the hours of 09.00 and 15.15.

There are currently 25 children on roll, all of whom are in receiving funding for nursery education. The opening times are between 09:00 and 15:15, Monday to Friday during term-time only. The pre-school is experienced in caring for children with disabilities as well as those who speak English as a second language.

The pre-school has a sister provision in the village and therefore shares both the committee and staff. A minimum of four staff work in the pre-school at any one time and with the exception of one who is currently undertaking training, all hold a recognised child care qualification.

The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment where they are learning the importance of good hygiene and personal care. They are gaining an understanding of the reasons why it is important to wash hands as well as other hygiene procedures such as blowing noses and disposing of tissues correctly. Children who become ill whilst at the setting are well cared for in a quiet area and parents are informed. Parents have given written permission for staff to obtain any emergency medical treatment necessary and combined with all staff holding first aid qualifications this ensures that in the event of an accident children receive a high standard of care.

Children participate in and enjoy a wide range of activities, although currently outdoor play is limited. Staff compensate for this by providing opportunities for dance and exercise sessions which both staff and children join in with enthusiasm, pretending at times to be snakes and elephants. Children access drinks of water independently from a water dispenser ensuring they do not become thirsty.

Children are beginning to understand the importance of a healthy diet through discussions and activities which include visits to the local dentist, and are encouraged to eat bread sticks and fruit rather than sweet biscuits. Children's individual dietary needs are met well due to staff and parental discussions before the children start at the group. Staff consider their role of encouraging children to eat a healthy diet very important.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where risk assessments have been undertaken and the levels of risk identified. They move around the room safely and independently and are learning to keep themselves safe. They help to tidy up and are gaining an understanding of the importance of not leaving objects lying around on the floor which could pose a trip hazard. Staff clearly explain to children how to use the various pieces of equipment, for example when using the rocking boat they are made aware of the numbers of children able to use this at any one time so that they do not hurt themselves. Children have a clear understanding of the reasons and tell others why they cannot go in with them. Children practise fire evacuation drills on a regular basis and carry these out quickly and with the minimum of disruption even if they are in the middle of a painting activity or dressing up. Clear instructions from staff ensure that they are aware that they have to come as they are even if this means covered in paint.

Children independently select activities from a range of good quality toys and equipment which are checked on a regular basis to ensure they meet safety standards, and any that are considered to be unsafe are removed. Toys and equipment are carefully chosen to ensure they are suitable for the ages and stages of development of the children attending. Staff have all the required documentation in place to ensure children are safe and that their welfare is promoted. They are aware of their roles in protecting children and have training in current child protection procedures. All staff know the latest procedures for referring children and ensure that parents are made aware of these.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the pre-school and on arrival greet their friends and staff with enthusiasm. They settle well due to the kind and caring staff team. The environment is welcoming and decorated with children's art work. Staff's high level of individual attention and reassurance supports them to separate easily from their parents. Children freely move around and access a good range of appropriate, stimulating toys. They are aware of the expectations of staff and through praise, encouragement and gentle reminders behave very well.

Staff are aware of the 'Birth to three matters' framework, however, they do not currently have any children attending under the age of three years. The organisation of space and resources within the setting provides opportunities for children to select and make choices in their play, building on their growing independence and learning.

Nursery education

Children in receipt of nursery education funding are making satisfactory progress towards the early learning goals. Staff know children well and provide good levels of support. Children are happy, enjoy coming to pre-school and show a positive attitude to learning. They are confident and play on their own and with others. Children behave well and are developing an awareness of right and wrong through the clear explanations and direction given by the staff.

The quality of teaching and learning is satisfactory. Children are becoming confident learners and access planned activities and equipment independently. Planning systems in which all staff are actively involved are in place, however these are basic and do not show how all aspects of learning will be covered, nor do they identify clear learning objectives. A system is in place to assess children's attainment along the stepping stones, however it is not fully effective in informing future planning nor does it identify the next steps in children's learning or explain how children have reached each stepping stone.

They are happy in their environment and have formed good relationships with each other and staff. Children work well together and know the importance of co-operation, for example, when working in a mobile phone shop children discuss the attributes of the various mobiles for sale and how much each one costs. Those children buying the phones were very particular in their choices and appeared to make their decisions after a great deal of thought. The cost of these phones was also discussed and children appeared to understand that in some cases the more things a phone could do the more expensive it was. Children are confident and fluent speakers

and offer their opinions in group activities, lunch times and during free play. They use speech effectively to convey their experiences both real and imaginary. Staff use skilful questioning techniques encouraging children to develop their thought processes. Children use a range of tools and resources to mark make, such as paint brushes, pencils, chalk and crayons and because these are easily accessible they are gaining an understanding that writing can be used for a variety of purposes. Children are encouraged to write their names on their pieces of work and some are beginning to write their name and individual letters independently as well as developing an awareness of letter sounds and shapes. They benefit from seeing a range of print displayed within the setting both on the wall and name cards. Children are developing a love of books as they read independently from both story and reference books as well as listening to stories during group times.

Children confidently use numbers during practical activities and daily routines and most have an understanding of and can count in sequence to five and beyond. They enjoy joining in with number rhymes and songs and through these are beginning to understand the concept of addition and subtraction. However, there are few opportunities for children to solve number problems or to use mathematical language to describe position and shape.

Children are developing spatial awareness through exercise sessions and swing their arms around to see if they can avoid touching other people. Their whole body movements are developing through opportunities such as dance, exercise and games which include hopping and skipping. Children's hand and eye co-ordination is developing through throwing and catching balls, threading, cutting and pouring.

Children enjoy exploring and finding out about the natural world through activities connected to animals, discussing their habitat and types of food they need to keep them healthy as well as learning about climate in different countries. They gain an awareness and understanding of technology by using equipment such as calculators and battery toys on a regular basis. Children talk with interest about past and present events in their own lives and are developing a sound awareness of the local community through regular outings to the shops and other places of interest. They are developing an awareness of differing cultures and beliefs through planned activities, books and discussion. Children's creative skills are well promoted and they enjoy using a variety of mediums when making snakes, boomerangs and koala bears. Staff value children's craft work and actively encourage free expression for example when children are painting with cotton buds and one child decides that she would prefer to use her fingers. Children join in enthusiastically during group singing times and enjoy playing a range of instruments and exploring different sounds.

Overall, children make satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are developing a positive view of the wider world and increasing their awareness of diversity and understanding of others through the range of activities and resources provided. Children talk about differences and have their questions answered honestly. Lively discussions take place about different countries which include information about the weather and types

of animals that live there. Children continue to increase their knowledge through a variety of interesting activities and the provision of reference books. All children feel valued and respected as individuals and their needs are met according to parental guidelines. Staff ensure that information is shared with parents on a daily basis to enable them to share in their child's day and further their child's knowledge at home.

Staff are experienced in caring for children with disabilities and strongly believe in inclusion ensuring there are sufficient staff available to offer one to one support if required. They work closely with other professionals to provide a stimulating and suitable environment for all children.

Children behave well and are aware of the codes of conduct within the provision. Staff consistently praise and encourage the children who feel valued and proud of their achievements. Children are not only learning to share and take turns but also to help each other such as when trying to find their names at snack time and helping each other put aprons on.

Therefore children's spiritual, moral, social and cultural development is fostered.

The partnership between parents and carers is good. The warm welcome they receive as they arrive and collect their children serves to ensure they feel a part of the group and that as they are the primary carers for their children their input is considered important. Staff stress that through the good levels of co-operation between them the children's needs are fully understood and can be met. Parents and carers are given good quality information before their child starts at the group ensuring they are aware of the policies and procedures. They are given clear information about the foundation stage as well as how staff record their child's development. They meet with their child's key worker on the day they start at the pre-school and are actively encouraged to become involved in their child's learning. Parents spoken to all said that their children were keen to come to the pre-school and that they were always happy when they were collected, excitedly talking about what they had been doing.

Organisation

The organisation is satisfactory.

Children are cared for by a caring and qualified staff team who ensure that they are able to meet the pastoral needs of all the children who attend. They maintain good ratios to keep children safe, and support their care and play.

Although staff work hard to promote children's health and well-being, the operational plan does not clearly show how the resources are used to meet the needs of the individual children, nor do all policies and procedures specifically relate to this provision. Children are cared for in a secure environment and are effectively supervised ensuring that the needs of the range of children for whom the setting provides are met. Staff attend short training courses on an annual basis in order to enhance their knowledge and understanding and to keep up to date with current practices.

Leadership and management for nursery education is satisfactory. The manager of the pre-school room is aware of the strengths and weaknesses of the educational provision and she and the

staff are committed to improving their knowledge to ensure they have a sound focus for future improvements for children's learning and development. The transition from pre-school to school is made easier through the strong links between the two, with the reception teacher and the staff of the pre-school offering support to each other.

Overall, the playgroup meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints received by Ofsted.

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):

- review the operational plan to ensure that all policies and procedures specifically relate to this provision, as well as showing how resources are used to meet the needs of individual children further promoting their welfare, care and learning.

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):

- improve the system for assessment so that observations of children's progress are used effectively to plan for the next steps in children's learning
- improve planning to ensure that it relates to the stepping stones, all areas of the curriculum are covered and all staff are aware of the focus of each activity.

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