

# Bitterley Rising 5`s

Inspection report for early years provision

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<b>Unique Reference Number</b>	224044
<b>Inspection date</b>	13 March 2007
<b>Inspector</b>	Kathryn Mary Harding
<b>Setting Address</b>	Bitterley C E School, Bitterley, LUDLOW, Shropshire, SY8 3HF
<b>Telephone number</b>	01584 890228
<b>E-mail</b>	
<b>Registered person</b>	Bitterley Rising Fives
<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?

Bitterley Rising Fives opened in 1993 and operates from one upstairs room in Bitterley Primary School. It is situated in the village of Bitterley, near Ludlow, Shropshire. A maximum of 10 children may attend the setting at any one time. The setting is open Tuesday and Friday from 09.00 to 11.30, term time only. All children share access to an enclosed outdoor play area.

There are currently seven children aged from three to under five years on roll. Of these, seven children receive funding for early education. The setting supports children with learning difficulties and/or disabilities.

The setting employs three members of staff. Of these, two hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children begin to understand the benefits of a healthy diet as they discuss what foods are good to eat and why and explain if you eat a lot of chocolate teeth will become rotten. They are offered healthy and nutritious snacks such as fruit and vegetables. Staff give parents and children a leaflet encouraging them to eat five portions of fruit or vegetables a day and a healthy eating policy is in place. Children are offered regular drinks such as milk and water and they are able to access their own water bottle throughout the session, so encouraging them to deal with their own care needs.

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 and are reminded to wash their hands. They are encouraged to be involved in the cleaning of tables prior to snack time. Staff give parents a leaflet about what to do if their child is unwell, so helping prevent the spread of infection.

There are plenty of good opportunities for physical play through indoor and outdoor activities. Children confidently use a wide variety of large and small equipment such as, hoops, balls, play dough and pegs and boards. They go for walks around the village and school fields to help develop their physical skills.

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

The provision is satisfactory.

Children and parents are warmly welcomed by staff on arrival. The walls of the Rising Fives room are made more welcoming as children's work, posters and photographs are displayed. The rooms are checked prior to the children arriving and daily written risk assessments are undertaken, to help keep children safe. However, some sockets are accessible to children, so children's safety is not fully promoted.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards and are regularly checked. A toy cleaning rota is in place to ensure all toys are regularly washed and checked for safety. Resources are organised in open containers and open shelf units, at child height, so encouraging children's independent access. Children are encouraged to be involved in tidying up and respond well when asked to do so.

Children learn how to keep themselves safe as staff encourage and support them to use scissors correctly. They have visitors into the session, such as the police to encourage children to think about their own safety. Staff have all the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good knowledge of child protection procedures in line with the Local Safeguarding Children Board and have attended workshops on child protection matters.

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

The provision is good.

Children take part in a good range of varied activities and play opportunities which they find interesting and enjoyable such as exploring in the pebbles and using the digital camera. Staff

know the children well and cater for their individual needs very well through the key worker system. Children develop very good relationships with staff and each other. For example, children ask other children what they are doing and if they can join in. They enjoy their time in the setting and staff have fun as they join in with activities with the children, giving them a sense of belonging and making them feel valued.

At child-initiated times, children have opportunities to make decisions about what they want to play with, so increasing their independence. They play well together as they play in the fruit and vegetable shop.

Staff offer a good level of support to children, explaining activities and guiding children before giving assistance. This helps children to develop independence. Staff have a good understanding of child development which enables them to offer good care.

Nursery Education.

The quality of teaching and learning is good.

Children are interested in what they are doing and staff support them where necessary in their play, making children feel valued. Staff are sensitive to children's interests during child-initiated play and use questions to challenge children's thinking and language skills. Staff use observations to link into planning, but assessments are not undertaken on the children until they are going into school.

Children access a good range of well chosen resources which support their development across all areas of learning. They behave very 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 looking at the different shapes. They confidently approach staff to show them what they have done on the computer and are encouraged to try and put their own coats on prior to going outside.

Children confidently talk in small groups about when they went on the bus. They listen well to instructions as they line up before going outside. They access books and share with each other and the environment is well labelled, so encouraging children's recognition of print. They access different writing materials, so encouraging their mark making skills.

Children gain confidence in using and recognising numbers during the daily routines and respond to challenges to extend their mathematical vocabulary in planned and spontaneous opportunities. They are encouraged to solve problems in a practical way, for example, when counting the number of children and adults present. They use language of size as staff ask the children to find different sized shells. They play shape games to consolidate their recognition of shapes and talk about the three dimensional shapes of everyday objects such as food containers. However, there is sometimes a lack of challenge for the more able children.

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 important events to them, such as their trip to the seaside, so making them feel valued. A computer with educational programmes is readily available and children access this to support and consolidate their learning. They build and construct with a wide variety of construction sets. They explore, predict and investigate when looking at the metal horse shoes, shells and pebbles.

Children's large scale movement skills develop and improve through a wide variety of experiences. They learn to gain a clear pathway through as they negotiate the different shapes on the playground. They learn to stop and start as they run around the outside of the shapes. They move confidently around the indoor area and access a wide range of activities to develop their fine control skills including construction sets and pegs and boards.

Children explore using their senses and talk about how the pebbles feel and what they look like. They talk about the different colours of the hoops and the shapes. They can access an art area so enabling them to make their own creations, but this is not well utilised. They play imaginatively in the fruit and vegetable shop and pretend to be customers and shop keepers.

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 learning to respect each other's similarities and differences as they have access to a range of toys that promote diversity. They are developing a good awareness of other cultures as they take part in activities such as Chinese New Year. They make Chinese lanterns, dress in Chinese clothes and taste Chinese food with chop sticks. Visitors into the setting such as the vicar, health visitor and vet help children learn about their immediate environment.

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.

Children show a good understanding of responsible behaviour as they share toys and resources. Unwanted behaviour is managed well and strategies are appropriate to the age and level of understanding of the children to ensure that they are developing an understanding of right and wrong. Children have positive relationships with the staff and each other. Self-esteem is developing well because staff value and praise good behaviour and thank children for their response. At snack time good manners are encouraged and kindness and respect is promoted so children relate well to each other and learn to have consideration for others. 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. Parents are invited to parents' mornings to discuss their child's achievements with their key worker. They can also talk with staff daily about their child. Parents are encouraged to be involved in various social events and an informative notice board and newsletters detailing topics and projects the children will take part in is available, so ensuring parents are fully informed. Children's learning is enhanced for example, by them taking library books home to share with parents, having all about me books and by them taking home a home bag with activities that they can do with parents.

## **Organisation**

The organisation is good.

Leadership and management of the setting is good. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. Staff complete self-appraisals and have a yearly performance review to ensure all staff are working effectively to meet the children's needs. Most of the required paperwork is in place. Staff are approachable, enthusiastic, caring 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 and know about their roles and responsibilities, so helping to ensure that the planned activities are interesting to the children. They regularly evaluate the strengths and weaknesses of the session and have an action plan of how to improve the care and education provided.

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. Overall, the children's needs are met.

## **Improvements since the last inspection**

At the last inspection staff agreed to offer more opportunities for parental involvement. Staff have introduced home bags which contain activities for children and parents to do at home. An 'All about me' book has been introduced so parents or children can draw or write about what activities they have been involved in away from the setting.

## **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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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):

- ensure all sockets are inaccessible to children.

## **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 observations link into assessments to ensure the next steps in children's learning are identified
- ensure there is sufficient challenge for the more able child
- develop further the creative area, so that children readily access it.

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)