



Barby Pre-School

Inspection report for early years provision

Unique Reference Number	219877
Inspection date	22 November 2005
Inspector	Jill Hunn
Setting Address	The Village Hall, Kilsby Road, Barby, Rugby, Warwickshire, CV23 8TT
Telephone number	U/A
E-mail	
Registered person	Barby Pre School
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 satisfactory. 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?

Barby Pre-School is run by a committee. It opened in January 1992 and operates from the village hall in the centre of Barby. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each week day, except Thursdays, during school term times. Sessions are from 9:15 to 11:45 with the session on Mondays extended to 12:45. Children have access to the adjacent playing field for outdoor activities.

There are currently 22 children aged from 2 to under 5 years on roll. Of these 16 children receive funding for nursery education. Children attend from Barby and surrounding villages.

The pre-school employs six staff. Two of the staff hold appropriate early years qualifications. The setting receives support from an advisory teacher from the local authority and is an accredited member of the Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand the role of a balanced diet in promoting their growth and development because they are provided with a range of nutritious snacks. For example, they choose from a variety of milk shakes each day and regular fresh fruit and vegetables. They are able to help themselves to drinking water throughout the session and are encouraged to do so at key points, such as when they have a cough. Children benefit from a social atmosphere where good table manners are encouraged as they sit down together to eat their packed lunch provided by their parents.

Children enjoy daily active play that helps them develop control of their bodies. For example, they climb and slide on the apparatus, jump on the trampoline and balance on the obstacle course. They have regular opportunities for exercise in the fresh air that promotes their good health as they go for walks in the village, visit the playing field and dig in the garden.

Children are cared for in a clean and hygienic environment where regular monitoring systems ensure the levels of cleanliness are maintained. Children learn the importance of good hygiene practices through daily routines. They know that they must wash their hands before eating and after using the toilet and they help clean the tables before snack time. Children's welfare is safeguarded because sufficient staff are trained to give first aid. Clear procedures are in place in the event of any accidents to children, for the administration of medication and if children are unwell. However, parent's written consent for seeking medical advice or treatment in the event of an emergency has not been obtained.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn the importance of safety and begin to take responsibility for themselves as they respond to clear guidelines set by the staff. For example, they learn about the dangers of fire as they take part in regular fire drills and say a rhyme about not touching matches. They know how to use the trampoline and slide safely and why they must not run inside the hall. Children begin to understand the importance of good roadside practices as they cross the roads during outings and apply what they have discussed previously in the pre-school.

Children are cared for in a well maintained environment although the premises are not always kept at a satisfactory temperature to ensure they are warm and comfortable at all times, particularly when the weather is cold. Children are helped to keep safe because the staff are vigilant and take active steps to reduce potential hazards during activities. However, the systems in place to manage the security of the building are not secure enough to prevent unwanted visitors entering the premises and ensure that children are always unable to leave unsupervised. This compromises children's safety.

Children use a range of good quality toys and play materials. The staff check the resources regularly to ensure they remain safe and suitable to the children's needs. Children's welfare is safeguarded because staff have appropriate knowledge of child protection procedures and are aware of their responsibilities for the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time in the pre-school. They gain confidence through regular routines and close relationships with the friendly and caring staff who are aware of their individual needs. Children have good opportunities to use their imaginations with a variety of art and craft activities. They build to their own design with a range of construction materials and take part in role play activities based on their first-hand experiences. Children develop their physical skills at each session as they competently use large and small equipment.

Children progress because the staff plan a broad range of worthwhile indoor and outdoor activities that stimulate the children well and are based on the Foundation Stage curriculum. However, a formal framework is not used to plan the care and activities for the younger children to ensure their needs are always fully met.

Nursery Education

The quality of teaching and learning is satisfactory. Children are confident, interested and keen to learn. Older children particularly, persist and concentrate well during activities. Children play together cooperatively, learn to share and take turns. For example, when waiting to use the trampoline and when playing matching games as part of a small group. Children are successfully developing their personal independence as they put on their aprons for craft activities and pour their drinks from the water jug. However they do not sufficiently select and use resources and play materials for themselves to initiate their own learning.

Children speak confidently. They develop their early reading skills as they recognise their names and some other words from cards, share books and link sounds to letters during activities. Children make marks and some write their name, although they do not sufficiently attempt writing for different purposes. Children learn more about the world they live in as they investigate a variety of interesting objects and living things. They observe changes in materials when they make icing and grow plants and bulbs in the garden. They investigate how things work as they pour water through the

water-wheel and use programmable toys to support their learning.

Children use a variety of equipment with increasing control and are challenged to learn new skills. For example, they eat noodles with chop sticks, help drill holes and hammer nails into wood when making a hedgehog's house. Children draw on their imaginations while they play alongside each other and use a range of interesting media to explore colour, shape and texture. They sing songs and action rhymes and listen to the sound patterns made by musical instruments. Children investigate capacity as they play with water and competently use language to describe size, shape and position. They successfully develop their counting and number recognition skills to ten and beyond. However, children do not regularly count spontaneously during activities and older and more able children are not fully challenged to consolidate their mathematical skills by solving simple number problems.

Children make progress towards the early learning goals because staff plan a range of interesting activities across the six areas of learning with few gaps in the curriculum. Staff use the planning flexibly to build on children's interests and take account of events that occur to extend the children's learning. Some staff have a strong knowledge of the Foundation Stage curriculum and how young children learn. Other staff are less secure and are developing their knowledge with support from more experienced staff. This means that some teaching practices are not always used consistently across the staff group to progress children's learning. Staff make regular observations of children's progress towards the early learning goals and share this information with parents. However, the information gained from assessments is not always used to plan the next stage in learning for all children.

Helping children make a positive contribution

The provision is good.

Children are encouraged to play a full part in the pre-school because staff value and respect their individuality. Children show care and concern for others. For example they make Christmas presents for the elderly within the community. They help with tasks in the pre-school, such as cleaning the tables and helping to put the toys away. Children behave well. They respond to frequent praise and the guidelines set by the staff. They begin to understand the effect of what they do.

Children have good opportunities to learn about themselves and appreciate diversity through a variety of play materials and planned activities that reflect the community and wider world. For example, they make lanterns for Chinese New Year, taste noodles and visit the harvest display in the Church. They play with the model African village, small world figures representing people with disabilities and listen to stories such as 'Jonah and the Whale'. Children's spiritual, moral, social and cultural development is fostered.

Children's care, welfare and development are promoted because staff have established positive partnerships with parents. Information about the pre-school and the activities is available to parents through a wide range of written notices, newsletters and displays. Parents comments about the pre-school are sought and information about the care of the children is shared verbally at each session.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents' views about their children's interests and abilities are established when the children join the pre-school and this enables staff to build on what children already know. Staff share assessments of the children's progress with parents on a regular basis. However, comments made by parents are not routinely used to plan the next steps in children's learning and may therefore limit children's progress towards the early learning goals. Children benefit from the continuation of their learning at home through the use of the 'Fun At Home' folder containing a variety of suggestions and activities to consolidate children's learning. Parents are involved in the pre-school by attending sessions and events. They speak positively about the staff, the activities and their children's achievements.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of the available space and deployment of staff within the premises. The space is organised thoughtfully to enable children to move freely between activities and develop their ideas as they play. High staff ratios ensure that children are well supported in their activities. However, there are insufficient qualified staff to ensure that children's care and development are always appropriately fostered.

Children's welfare is safeguarded because suitable documentation is in place and is shared with parents when required to ensure continuity of the children's care. There is a comprehensive operational plan that explains how the pre-school operates and ensures staff and committee members are clear about their responsibilities.

The leadership and management of the pre-school is satisfactory. The staff and committee support each other well and are committed to continually improve the quality of the care and education of the children. Suitable systems are in place for staff recruitment, induction and appraisal, which ensure that policies and procedures are appropriately applied. Staff work well together as a strong team. They discuss their practice at regular staff meetings but there is no clear system in place to monitor and evaluate the quality of teaching of nursery education. Overall the range of children's needs are met.

Improvements since the last inspection

At the last care inspection, the pre-school was asked to improve four aspects of their practice relating to children's safety, children's health and documentation. The child protection statement has been developed and fire drills are carried out regularly. Packed lunches are now appropriately stored and the registration system has been improved to include times of attendance for children and staff. These issues further promote children's care and welfare.

At the last nursery education inspection, the pre-school was asked to address three key issues relating to planning of activities and children's mathematical development. Further resources have been introduced so that children are encouraged to use

language to describe patterns, position and shape. However, older and more able children still do not have sufficient opportunities to consolidate their mathematical skills by solving simple number problems. The planning of activities has not been sufficiently adapted to meet all children's individual needs by using the information from observations and assessments of children progress.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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):

- make sure the premises are maintained at an adequate temperature and are secure; so that there is an effective system in place to manage access to the building and children are unable to leave unsupervised
- further promote the outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework
- develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare and how a named deputy will be able to take over in the absence of the manager.

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):

- provide further opportunities for children to count spontaneously and use their early writing skills regularly during their play and activities
- provide opportunities for children to select and use resources independently

to initiate their own learning, and for older and more able children to consolidate their developing mathematical skills by solving simple number problems

- continue to develop staff's knowledge of the Foundation Stage curriculum, and the system for planning by using information from observations and parents' comments to plan the next stage in learning for all children.

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