



Binfield Pre-school

Inspection report for early years provision

Unique Reference Number	EY292744
Inspection date	11 May 2005
Inspector	Judith, Mary Butler
Setting Address	Jocks Lane Park Pavilion, Binfield Road, Bracknell, Berkshire, RG12 2BH
Telephone number	01344 484522
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Registered person	Binfield 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 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?

The Binfield Pre-School opened in 1982. It is one of two provisions managed by a committee and runs from the Jocks Lane Park Pavilion. Children attend from the local surrounding area. The pre-school use the surrounding playing fields and enclosed tennis courts for outdoor play. The pre-school is open for 4 days a week during school term time. Sessions run from 09:30 until 12:00 and from 12:30 until 15:00. Children attend for a variety of sessions.

There are currently 44 children on roll. All children are in receipt of funding for nursery education. The setting currently supports a number of children with special educational needs.

There are 15 staff employed to work directly with the children. Of these 5 hold relevant early years qualifications. A further 2 staff members are working towards a qualification in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of personal hygiene within the daily routines. They know, for example, that washing their hands after using the toilet and before snack time, stops germs from spreading. Children are becoming increasingly independent in their personal care. Staff follow good procedures to protect the health of themselves and children, such as wearing gloves when administering first aid.

Water is available throughout the session; however, the position of the jug and cups means that children need to ask if they want a drink other than at set snack times. Staff provide children with milk or water and a biscuit at snack time. Therefore, children are unable to make healthy choices about the food they wish to eat. Staff discuss and record children's dietary requirements ensuring they meet the needs of the individual children.

Children experience a good range of physical play activities due to the staff's effective use of the foundation stage guidance. Children enjoy physical experiences that help them to develop control of their bodies, for example throwing and catching a ball and the musical statues game. Indoor games and access to the extensive parkland and tennis courts improve children's physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm, welcoming and attractively laid out to create a child centred environment. Children enter confidently and with ease at the beginning of each session. Staff identify and minimize risks for children both inside the hall and when using the outside areas. They understand and comply with health and safety requirements. This enables children to move freely, safely and independently around all areas of the hall.

Children use a sufficient range of good quality, safe and developmentally appropriate resources. Staff organise the room well and children access the toys, resources and activities they wish to use independently. Children learn to take responsibility for keeping themselves safe, they are aware of the boundaries in place and discuss these at large group times, for example, 'no running in pre-school'.

Staff have a clear understanding of child protection policies and the procedures to follow to protect the children in their care. This ensures children's safety and welfare is a high priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and secure in their environment. They arrive happily and enthusiastically take part in the varied range of activities set up before they arrive. They benefit from the stable staff team and have good relationships with both adults and their peers. Children make independent choices as they freely move around the indoor areas. Children thrive through the close interaction with staff in one to one and small group activities.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children are enthusiastic and keen to learn and participate in the range of activities available to them each day. They access a variety of resources to promote their learning and enable them to make progress through the stepping-stones towards the early learning goals. Children are developing their independence skills; however, opportunities to further develop these through freely chosen activities, such as art and craft are missed. Most children listen to and participate in group times; they enjoy sharing 'show and tell' items from home. The length of the group time at the beginning of the session is too long for some children who become restless and distracted. Children enjoy making marks and practising their emergent writing through a good range of activities including chalkboards and drawing. Staff do not always use the time effectively to ensure children have opportunities to listen to stories and look at books within their everyday routines. Children play imaginatively in a variety of situations, for example role-play, music and dance.

Most children work well together. For example at the computer, they take turns and show co-operation with their peers in their 'work'. They gain confidence in using number and simple calculation through everyday tasks and activities. They count and compare the different coloured cups at snack time and use mathematical language in their play. Children learn about the world around them through a good range of topics and themes. They grow and care for living things. Children move confidently around all areas of the pre-school. They enjoy a good range of physical activities to enhance both their large and small movements, for example using tools and large climbing equipment.

Staff have a sound knowledge of the Foundation Stage and provide a purposeful learning environment for children to learn as individuals. They use good consolidation techniques through repetition, questioning, and re-visiting topics and activities to support the children's learning. Evaluation of the activities takes place but staff do not always make best use of this to inform future planning for children to ensure that all areas of learning are fully met. A key worker system is in place and staff make daily observations of the children in their play and use these to plan for children's progress.

Helping children make a positive contribution

The provision is good.

Staff ensure resources positively represent the children who attend; this helps children develop a positive attitude to other people and the wider community. Children behave well; they are aware of the rules and boundaries in place and learn to respect the feelings and needs of other people. Most children take turns and share the toys and resources. Staff reinforce positive behaviour and offer rewards, for example, when the children sit and listen at group times. This approach by staff fosters children's spiritual, moral, social and cultural development.

Positive relationships are in place between parents and staff. This enables the children to feel secure through the transition of care within their home to the group situation. Children settle well as a result of the thorough information parents receive about the setting and its policies and procedures. The partnership between staff and the parents of children receiving nursery education is satisfactory. Verbal communication with parents takes place when children receive funding for nursery education; however, staff do not formally record this to identify children's levels of progress. Information regarding the areas of learning and current themes is available to parents through the notice board. The presentation of this prevents parents accessing the information they need to fully participate in their child's learning.

Organisation

The organisation is good.

Staff effectively organise the available space within the hall and the outside areas to maximise play opportunities for children. Children independently select the activities and resources they wish to use from the range available each day. All legally required documentation, which contributes to children's health, safety and well-being, is in place. The staff and committee regularly review the extensive policies and procedures in place. Staff have a sound knowledge of individual children; they use a key worker system and the foundation stage pre-profiles to identify individual children's next steps in learning. This ensures that children make steady progress through the stepping-stones towards the early learning goals.

Leadership and management are satisfactory. Children benefit from qualified and caring staff who have completed an induction process. Staff are aware of the policies and procedures in place to safeguard children's welfare and keep them safe. They demonstrate a sound knowledge of the National Standards for Sessional Care and the Foundation Stage curriculum. They identify their training needs to ensure that children benefit from a skilled and committed staff presence. Not all staff receive opportunities to formalise this through an appraisal system. This prevents some staff enhancing and developing their skills in organising the provision to meet the children's individual needs. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- provide children with opportunities to make healthy choices regarding the snacks they have at pre-school.

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):

- develop the appraisal system ensuring all staff have the opportunity to identify their training needs and use this knowledge to plan activities that meet the educational needs of all children attending.
- further improve the partnership with parents by making information about the Foundation Stage curriculum readily available and by finding out what they know about their child at the beginning of the foundation stage.

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