

Bradford Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	106301
Inspection date	22 May 2007
Inspector	Valerie Button
Setting Address	Bradford & Cookbury Village Hall, Bradford, Nr Holsworthy, Devon, EX22 7AB
Telephone number	07791 254181
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Registered person	Bradford Pre-School Nursery
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 good.

WHAT SORT OF SETTING IS IT?

Bradford Pre-school Nursery is managed by a voluntary committee of parents and interested others. It meets in the village hall, in Bradford, near Holsworthy. The setting is registered to provide full day care for a maximum of 20 children aged two to five years, only four of whom may be under three years old. There are currently 15 children on roll, who attend for varying numbers of sessions. Nine children receive funding for their nursery education. There are no children currently attending who have learning difficulties or disabilities.

The pre-school currently opens from 09:15 to 15:15, Monday to Thursday, during school term times. Opening hours are decided after discussion with families using the setting. A toddler group meets at the hall on Monday mornings.

The manager of the group has a degree in Early Childhood Studies and is currently working towards early years professional status. The deputy manager has a National Vocational Qualification in Childcare and Education at Level Three; she is also the group's administrator. Three other staff may work at the setting; and parents help at sessions, on a rota basis.

The pre-school has its own designated room within the village hall; it is self-contained, having its own toilet facilities. The group may also use the meeting room and the main hall. There is an enclosed outside play area, directly accessible from the play room, and the adjoining school grounds may also be used.

The group is affiliated to the Pre-school Learning Alliance and receives support from the local authority. They work in close partnership with the adjoining primary school. The Nursery's accreditation under the Pre-school Learning Alliance Scheme has recently expired and the setting is in the process of updating this.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to become independent with self-help skills, for example, washing their hands after visiting the toilet or before eating. They are taught the reasons why this is important. They have also benefited from good teaching to encourage healthy eating and care of their teeth. Children know about the importance of protecting themselves from strong sunlight, for example, they wear hats when playing in their new outside play area and sun cream is applied, usually by parents at the beginning of sessions.

Children's health is safeguarded by staff who hold current first aid certificates, complete accurate accident and medication records and carefully note information about children's health and dietary needs.

Children enjoy their healthy snacks. Snack times are social occasions, when good emphasis is placed on encouraging children to be independent. Children enjoy the 'café style' snack times, when they may choose when to take refreshment. Children are encouraged to bring healthy food in their packed lunches. They may help themselves to water from the water machine at any time. Children enjoy discussing the sources of food, such as milk from cows and the process followed before the milkman delivers milk to the nursery. In lively conversation they show good knowledge and understanding of the process, and the tractors arriving in an adjoining field to collect grass for silage provides good additional meaning to their learning.

Children benefit from plenty of exercise. There are good spaces available to them indoors, for example, through use of the main village hall; and use of the new outside play area is maximised since it became available for use just one week ago. As with all other curriculum activities, the children have been consulted and their wishes for the use of the outside area supported, for example, doors have been left off a play house because children enjoy using it as a 'drive-in' garage with their ride-on toys. Children enjoy using equipment, such as bricks and train tracks; or paint brushes and pens, to support the development of their small movement skills. Staff record the development of children's skills and use this to carefully plan and provide activities for children, using the Foundation Stage curriculum or the Birth to three matters framework for children under three years old.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given a high priority and is supported by well-implemented procedures. Risk assessments, for example, on use of the newly adopted outside play area, are

comprehensive. Children enjoy a safe environment in good premises that are for the nursery's sole use. Indoors, security measures are good and support the children's safety very well, for example, doors are kept locked and the door to the outside play area has an effective alarm which sounds when it is opened. Outside, gates are bolted from the other side, but are not kept locked. This presents a risk to children if people enter the area unnoticed. Staff supervision of the children is very vigilant and minimises the risk of accidental injury.

Children enjoy using a very good range of safe, well-organised equipment. Resources are readily available to them, some are set out ready to welcome them, others they may choose for themselves.

Emergency evacuation of the premises is regularly practised and dates of this are noted in the register. However, no further notes are made regarding the efficiency of the practice, in order to monitor the effectiveness of the procedure.

Children's safety is supported by staff's sound understanding of child protection procedures. They have attended training, are aware of their responsibilities and supported by sound guidance, policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are mostly happy and content. Children who find it harder to part from their carer receive good levels of attention from staff, on a one-to-one basis, following careful discussions with parents. Children settle to purposeful activity, for example, at the sand tray. They are consulted about activities and their ideas are supported very well. Activities are planned using guidance, such as 'Birth to three matters'. Initiatives, such as the current Bradford Early Education Partnership (BEEP) project, enable parents and staff to develop the provision made for young children's learning. Children benefit from their use of a well-planned learning environment, with good resources readily available to them.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate good understanding of the Foundation Stage curriculum. An interesting, lively programme is planned and provided to foster the children's learning and development. There is useful input from outside agencies, such as the musicians, who bring a variety of instruments to play to the children. Children are sufficiently confident to listen, respond and explore these resources. Staff respond well to ongoing events, for example, allowing the children to watch the silage harvesting in the field, using the opportunity to develop the children's understanding. Children are enabled to make choices about activities. These teaching strategies are very good and mean that children are responsive and eager to learn. There is good balance in the sessions between adult-led activities and those chosen by the children. Careful observations of the children's learning, and record-keeping of their achievements, enable staff to plan activities in response to children's stages of development, and ensure that these are varied to provide challenge for more able children. Children are making good progress over the stepping stones to the early learning goals in all six areas of learning. Additional record keeping of children's skills in communication, language and literacy, and mathematical development are useful in enabling staff to support children's ongoing progress in these areas. However, children sometimes have fewer opportunities to use their emergent writing skills in their play activities. When children discuss and provide ideas for their next learning topics, staff write down their suggestions. However,

children are not made sufficiently aware of staff's purposeful scribing on these occasions; for example, by referring to the letters and words that are being recorded, or encouraging children to contribute to the writing themselves; in these ways extending the children's understanding of the purpose of writing, and providing opportunities for children to share and value these skills with others.

Children benefit from the very good use made of communication and information technology to enhance their learning experiences; for example, the digital camera is in constant use and the small size of the group means that they are all able to see these images on the computer screen and comment on them together, as a group. Good use is made of other computer programs, for example, children are learning about 'working animals', such as sheep-dogs, in their own local community, and watching elephants at work on the computer screen. In this way the children do learn about other cultures, but such learning is not always as well incorporated into ongoing topic learning, in order to regularly include and provide activities that reflect positive images of culture, gender and disability.

Children's efforts are valued and encouraged. They respond well to the staff's calm, interested approach. There is plenty of fun in learning. Children benefit from the secure, nurturing environment planned and provided for them. Use of the new outside play area is enhancing the provision. It is already being used to foster the children's development in all six learning areas, for example, by enabling children to sit comfortably and play card games to match rhyming words, or to chalk on hard surfaces, as well as enjoy the 'ride-on' toys. Throughout the sessions, staff skilfully interact with children, questioning them to extend their learning. Whole group learning times are also very well led. Children enjoy warm relationships with staff who offer consistent care and interest in their development. Staff monitor their progress regularly and effectively and delight in their achievements.

Helping children make a positive contribution

The provision is good.

All children are welcomed and their company is greatly enjoyed by adults who offer good role models to children through their relationships with each other. Staff know the children in their care very well; most have previously attended the toddler group run at the hall so families already know each other, which eases children's transition to being left alone at the setting. Good premises and good record keeping of the children's progress both support the care of all children and their individual needs very well. The nursery has supported children with additional learning needs or disabilities in the past, but there are none currently attending.

Children respond well to good behaviour management and plenty of praise and encouragement. They are given clear expectations and the lively programme of events retains their interest. Children demonstrate their ability to cooperate with others on many occasions, for example, when constructing a train track. They are encouraged to consider the needs of others. They show wonder and fascination when new experiences, such as the exploration of a variety of musical instruments, are offered. They learn about festivals in other cultures and enjoy a strong sense of community in their own district. In all these ways children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit very much from the warm welcome their parents receive and from their parents' involvement in the nursery's activities. Information is shared efficiently regarding children's day-to-day care, for example, at the beginning and end of sessions. This means that children are cared for in accordance with their

parents' wishes and their individual care needs are well-met. Parents support the group effectively in many ways, including helping at sessions and serving on the management committee. Parents receive good information on the curriculum followed, for example, plans are displayed for them to see. They are encouraged to share and comment on their children's records of progress. Children may borrow books from the nursery to enjoy at home. The current Bradford Early Education Partnership (BEEP) is involving and informing parents about additional ways to foster their children's development, for example, their early 'mark-making' skills. This initiative, run in partnership with the nearby Surestart Children's Centre, is welcomed and enjoyed by parents and children.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's welfare is supported by staff who are suitable, experienced, qualified and developing their practice by attending relevant training to extend their qualifications and expertise. The staff team works together very well. They provide good, consistent role models for children to follow. Children benefit from consistent care from adults that are well known to them. They enjoy using well-organised resources in a well-managed learning environment.

All legally required documentation to support the children's care and welfare is in place. However, although policies and procedures are regularly monitored, current systems have not been effective in confirming that regular reviews and adaptations have been undertaken, for example, some information for parents, such as the address of Ofsted, as the regulator of the provision, is out of date. The lack of numbered pages in the index of the Operational Plan sometimes makes information more difficult to find.

Leadership and management of the nursery education is good. The staff team are committed to extending their qualifications. The children benefit from the further training and development of staff skills and also from the additional funding this brings, which is used to provide additional experiences for children, such as visitors to the nursery. Staff are enthusiastic in their approach. The staff team is very well-led, by an experienced manager, and the nursery is supported by a strong committee of volunteers. Evaluation of the effectiveness of the provision made for young children's care and learning is carried out in a variety of ways. Monitoring of the ways in which the setting meets the National Standards and provides the Foundation Stage curriculum is good and shows good understanding of requirements.

The nursery is continually developing the provision made for under two year olds in the setting, with some very good initiatives for parents and toddlers being followed in conjunction with the local Surestart Children's Centre. Monitoring visits and suggestions from local authority staff are heeded. Children learn and develop whilst being cared for by thoughtful, reflective practitioners.

Improvements since the last inspection

Since the last inspection children have benefited from improved curriculum planning and assessment systems to ensure that children are challenged; for example, staff observe children's learning and make notes; they use this information to write, on activity plans, specific ideas of how more able children's learning will be extended.

Good attention has been given to recording any behavioural incidents that occur; and additions have been made to the child protection policy to include written procedures to be followed in the event of an allegation of abuse being made against a member of staff or volunteer. These measures support the children's welfare and safety.

A visit and report from the environmental health officer has confirmed the suitability of the small food preparation area for preparing snacks and drinks for the children, with any more extensive food preparations, such as baking, being done in the main kitchen of the village hall.

Children's toilets are no longer used for storage.

A good, positive response to these issues highlighted in recommendations made at the previous inspection have resulted in improvements made to support children's welfare, learning and development.

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.

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):

- improve security to the outside play area
- devise a system to regularly review policies and procedures, updating them as necessary.

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):

- increase the priority given to developing children's emergent writing skills; develop the promotion of purposeful scribing through daily, routine activities and provide opportunities for children to share and value these skills with others
- give greater priority, in ongoing topic plans, to regularly including and providing activities that reflect positive images of culture, gender and disability.

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