

Bo-Peeps Pre-School

Inspection report for early years provision

Unique Reference Number	103787
Inspection date	21 June 2007
Inspector	Beryl Witheridge
Setting Address	Halling Community Centre, High Street, Halling, Rochester, Kent, ME2 1BS
Telephone number	01634 243696
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Registered person	Jane Margaret Adams
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?

Bo-Peeps Pre-school opened in 1998 and operates from two rooms in a village community centre. It is situated in the village of Halling, Rochester, Kent. A maximum of 48 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 and 09.15 to 15.30 on a Thursday term time only. There is a lunch club on a Monday, Wednesday and Friday. All children share access to a secure enclosed outdoor play area.

There are currently 53 children aged from two years to under five years on roll. Of these, 47 children receive funding for nursery education. Children come from a local catchment area. The pre-school currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

The pre-school employs 12 staff. Of these, seven staff, including the manager, hold appropriate early years qualifications. There is one member of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have many opportunities to learn about good hygiene issues and keeping their bodies healthy. They are encouraged to wash their hands after going to the toilet and messy play; staff escort them to the toilets, because of the layout of the building. At snack time they use an antibacterial gel to ensure their hands are clean; children know it is 'to get rid of the germs'. Staff ensure that the premises are kept clean and use antibacterial sprays on the tables to ensure that surfaces are clean. Children with infectious illnesses do not attend the pre-school which helps prevent cross infection. Children's health needs are promoted through the written policies and the accident and medication records but staff do not always complete these records with full details such as their own names or surnames. Children enjoy opportunities to be active both indoors and out.

Children are encouraged to eat healthy foods. Drinks are readily available for them throughout the session with a choice of juice or milk at snack time, which they pour for themselves. The snacks provided include healthy options; children have a choice of bananas, apples, satsumas, crackers and two types of cheese, cereals and milk and nan bread on the day of the inspection, this is a regular choice as well as extra options provided by the parents. Staff work closely with parents to ensure that children's individual dietary needs are met.

Children's physical development is encouraged through the opportunities to take part in outdoor activities on a daily basis. They have access to a newly developed, purpose built outside area which provides them with many experiences, they also have the use of a larger area where they can use larger apparatus such as the parachute as well as a large indoor room where they can climb, balance, run and ride their bikes. Children begin to understand the effects exercise has on their bodies as they get out of breath when they run and notice the effect of the wind and the sun during their play and exercise. Fine motor development is good because children have many opportunities to use appropriate equipment and tools, such as pens, pencils, scissors, pouring their own drinks, cutting the cheese for their crackers, using rolling pins and cutters with the play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn and play in clean, bright, welcoming premises. The children are cared for in two rooms in a community centre. The children are divided into two groups, one in each room, however on a Thursday they only have use of the smaller room. They also have access to a large outside area, which is not secure, as well as a safe and secure purpose built play area which offers them many exciting and interesting play and learning opportunities. The premises are safe and secure and the staff monitor the children's arrival and departure to ensure they are safe. There are procedures in place should someone other than the parent/carer be collecting the children. Children are supervised closely at all times. Toys and equipment are cleaned as and when needed, with a large clean up at holiday time. Parents have been invited in to help with the cleaning of the toys, equipment and premises.

Children know how to help keep themselves safe. A termly emergency evacuation practice is carried out; this takes place over a whole week so that all children are included. There are procedures in place for outings to ensure children's safety when away from the premises, parents

usually accompany their children and written permission is obtained. Children's welfare is considered through the child protection procedures but these have not yet been updated in line with the Local Safeguarding Children Board procedures. One of the owners has recently undertaken Safeguarding Children training and has shared this information with the staff. She is the person with overall responsibility if there are concerns. Staff are aware of their own vulnerability.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children come into the group happily and excitedly. They settle quickly into the activities provided. They enjoy playing together; they share the toys, they negotiate and easily take turns. Staff sit with the children to support their play and learning but allow children to lead the play. Children do not have totally free access to all of the resources but the staff provide free standing units which contain more equipment and offers the children more choices. Toys and resources include puzzles, cars and garages, play-dough, lacing, art and craft junk work again with staff support, puppets, book corner, kitchen/home corner with cooking utensils, small Lego construction and painting easel. Children are also able to make free choices from the free standing units which contain other construction, magnetic blocks and floor puzzles. Children are given excellent choices and options. Children are friendly and sociable, they enjoy being imaginative; they play in the home corner cooking with flour, lentils, pasta and tea bags. Children show an extremely high level of contentment as they play eagerly together, they are at home and confident in their surroundings and with people other than the staff. They talk easily to the inspector and the deputy head from the local school who is visiting the group. Children's learning is extended by staff who offer a wide selection of activities and encourage children to think about what they are doing, ask them open ended questions, support them and help them to feel settled.

Nursery Education

The quality of teaching and learning is outstanding. Staff have a sound knowledge of the Foundation Stage and an excellent understanding of how children learn which means that the needs and interests of all children are addressed. Staff set play plans for their keyworker children and identify the next steps for each child through these plans and their observations; the assessment is rigorous and well used to help the children make progress. All staff then meet together once a fortnight to discuss future planning and ensure that all the identified stepping stones are included in the plans for the next two weeks. One member of staff collates all the ideas and next steps into the planning. Staff use the early learning goals and the stepping stones very effectively when they are planning the activities. Activities are evaluated and this evaluation is also used to help with future planning. Children are progressing extremely well in relation to their individual starting points and the stepping stones towards the early learning goals. Children are interested in the wide range of activities, opportunities and exciting challenges provided; these cover the six areas of learning and are suited to the individual needs of the children.

Children show a high level of wellbeing and involvement, they have an eager attitude towards learning and enjoy their time at the setting as well as having fun. Children are becoming independent learners as they freely and confidently select the toys and activities on offer; this is promoted by the staff who encourage them to complete tasks. Children understand between right and wrong and consider the consequences of their actions on others; they know to say sorry to each other if they bump into each other when riding their bikes. Children listen with

interest, they show respect and learn about themselves and one another; they sit quietly and listen carefully to each other as they discuss the activities they have taken part in during the morning.

Children show a huge interest in books and stories, which are freely accessible; several children sit happily in the book corner looking at books, another child selects a book of nursery rhymes and walks around the room singing the rhymes to the adults and other children. One child who does not want to sit and listen to the group story selects his own book but gradually creeps forward to share in the story of *The Three Bears* with the rest of the children. Children communicate very well with both peers and adults. Children recognise simple familiar words such as their names and others; children self select their names when they arrive at the beginning of the session. This is extended through environmental print such as the names on the toy boxes and the wall displays. Children use numbers in everyday situations; they know how many children are sitting at the table, they are able to count the numbers of shapes on jigsaw puzzles and match them with the written numbers. Several children are able to find the number relating to their age on the computer. Children show that they understand size and shape through practical activities such as digging in the garden, the sand pit, doing puzzles and taking part in water play. This also provides opportunities to explore capacity. Staff ask questions to help children problem solve, staff talk about positional language when looking at books, this also includes rhyming words which the children can join in with.

Children learn about living things through keeping tadpoles which they had to let go into the pond once they turned into frogs. They also have a tank of stick insects which the children are encouraged to help feed. Children investigate using their senses, they are able to make models from junk and make some interesting models using many different mediums. Children explore the concept of communication with mobile phones and hand held computers, they share the phone with each other; one child phones the 'shop' for more flour when he is in the home corner because they have run out. Children show interest and involvement regarding a sense of time; they have a clock on the wall and are informed in advance by staff that they have two minutes to tidy up time. Children's fine motor skills are developing well. They are very competent at puzzles and construction; they serve their own food at snack time cutting the cheese, spreading the butter on their crackers, pouring their own drinks, washing up their plates and cups. Children demonstrate a good awareness of space and move confidently and safely, during physical activities such as riding their bikes, scooters and diggers. They climb up the steps, peep through the 'port holes' and windows in the fence in the garden. Children enjoy being creative and imaginative in the home corner pretending to cook. Children enjoy singing sessions and have a good repertoire of songs and action rhymes, they sing independently, play and listen to music using the tape recorder.

Helping children make a positive contribution

The provision is good.

All children are openly welcomed into the group. The staff work very closely with parents to ensure that they are aware of each child's own specific needs, their family, culture, language and home life. Toys and resources provide the children with positive images of the diversity of society. Children learn about different festivals and celebrations throughout the year and are introduced to different cultures and how other people live. Children are able to learn about their similarities and differences as well as exploring aspects of the wider world. Children who have learning difficulties and disabilities are well supported; the special educational needs co-ordinator works with the parents and the keyworkers to ensure that they are receiving the

best possible care. Staff undertake extra training to provide the level of care which is required to meet their needs.

Children's behaviour is of a high standard, staff have high expectations of them and the children are equal to these expectations. Staff are excellent role models and discuss any unacceptable behaviour with children in a quiet, gentle but firm way. Children are encouraged to take an active part in behaviour management by being able to tell others when they feel that something someone has done is not fair and discussing what has upset them. Children are regularly praised which helps to promote their confidence and self esteem. Children benefit from consistency of care, because they have a close and positive relationship with the staff which is complimented by the good relationship between the staff and the parents. Parents feel that they can talk to the staff at any time with any concerns they may have, they also have a parents' panel who represent them within the group. Parents are kept well informed about the group through termly newsletters which are produced by the parents' panel.

The partnership with parents is good. Children's developmental needs are promoted because staff ensure that parents receive quality information about the curriculum and their children's progress and development. Information is shared through the prospectus when their child first starts at the group, regular newsletters and a contact book which goes home several times a week. Parents are able to see their child's progress records at any time as well as through the organised session when they meet with their child's keyworker; they are able to add their own comments to their child's progress records. This close relationship enables staff to combine both the children's care and education naturally. There is also an annual parents' meeting which includes talks from the parents' panel, talks from staff from the local school and the health visitor. Parents come into the pre-school to share their skills, such as a fireman and a policeman; parents also help out as volunteers.

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

Organisation

The organisation is good.

Children are confident, outgoing, comfortable and secure with the staff and each other. The owners of the group ensure that the staff caring for the children are suitably qualified to do so. There are 12 staff employed in the pre-school and over 50% hold an early years qualification and are involved in ongoing training. All staff are first aid trained and every member of staff has a current Criminal Records Bureau disclosure. The recruitment procedures for employing new staff are rigorous, although more information is required regarding staff's health and wellbeing. The staff carry out continual risk assessments and supervise the children at all times. Room meetings are held at the beginning and end of each session to discuss any concerns or issues that need to be addressed. The required range of documentation and records are in place, including daily attendance records, which show clear arrival and departure times for children. The registration certificate is clearly displayed and the necessary records are all stored confidentially and are readily available for inspection. Staff know the policies and procedures well and continually implement these to ensure that the children's safety, welfare, care and learning are promoted.

Leadership and management is good. Children are well cared for; management ensure that the care of the children and their needs comes first and that the planning and education follows the needs of the children. The overall success of the curriculum is evaluated through staff meetings, looking at planning and reviewing the children's developmental records. Staff

continually evaluate activities to ensure that all areas of the curriculum are consistently delivered but this evaluation sometimes tends to become descriptive and not evaluative. New staff have a written induction; this is followed by observations and appraisals which help to identify any training or necessary resources which are required. Staff are motivated through staff meetings, yearly appraisals, self evaluation and attendance at training courses. Staff share any information gained on training so that all staff benefit. The pre-school receives support from an early years advisory teacher, close links with the local school and the health visitor.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to assess current toys and activities for positive images of disability and increase the range if necessary. The selection of resources has been increased and provides children with toys and equipment which promote children's understanding of the world around them.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure that the staff complete the accident and medication records correctly and include all the necessary information
- review and monitor the recruitment procedures for new staff
- review and update the current Child Protection policy

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 evaluation of activities is evaluative and not descriptive

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