

Bright Start Pre-School

Inspection report for early years provision

Unique Reference Number	134470
Inspection date	21 June 2007
Inspector	Karen Louise Prager
Setting Address	Social Centre, Browns Lane, Alverscot Road, Carterton, Oxfordshire, OX18 3JH
Telephone number	01993 842489
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Registered person	Bright Start 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 good.

WHAT SORT OF SETTING IS IT?

Bright Start Pre-School opened in 1974. It operates from within Carterton and Black Bourton Social Centre in Carterton town centre. The group serves the local area.

There are currently 66 children from two to four years on roll. This includes 39 funded children. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language but no children with special needs currently attend.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 from Monday to Friday and from 12:30 until 14:45 from Mondays, Tuesdays and Wednesdays.

There are eight members of staff who work with the children. Over half have early years qualifications to NVQ Level 3. There are three members of staff who are currently working towards a recognised early years qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and rest in surroundings where there are appropriate standards of hygiene and cleanliness. They are protected from the risk of infection by the established practices, for example, children know to wash their hands using a wet wipe before eating their snack. General discussion and songs sung daily together reinforces why this is important.

The setting asks parents for comprehensive information about their children's health, and she shares her regularly reviewed policy in relation to sick children with them. All the necessary consent forms in are place, and this range of documents helps to provide effective care for children.

Children are able to access a drink when needed as a jug and clean cups are available for them on a low table and children are encouraged to help themselves. At snack times, they sit together, and enjoy the sociable atmosphere. They have a range of healthy and nutritious snacks such as fruit, though these are not thoughtfully presented. Parents share information about their children's dietary needs which are effectively recorded, so that children have only those foods that are suitable for them.

Children enjoy a wide range of activities that support their good health, including frequent opportunities for outdoor play. They benefit from their regular visits to the adjacent field and from the time allotted in the large playroom, where they develop skills in managing their own body to create intended movements and respond to rhythm and music with pleasure.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that is both safe and secure. Children enjoy the bright and child friendly room within the community centre. They move around confidently, in a setting made cheerful and attractive with pictures and posters.

Children exercise their independence skills as they make selections from the excellent range of high quality toys, play materials and equipment. The staff present the toys so that children have easy access, and so that even very young children are encouraged to choose for themselves. For example, when the younger children attend more activities are arranged on the floor.

Children play safely because of the effective procedures and because of the vigilance of the staff, who supervise them closely. There are excellent safety regimes in place, both indoors, and when taking children out. For example, the door to the room is kept locked and a list is kept of children who leave the room, with staff, for toileting and outdoor visits. Emergency evacuations are regularly practised, so that all present are familiar with the procedures.

The setting makes children's welfare their first concern. Staff have received suitable training and have an appropriate knowledge and understanding of child protection issues, and of the lines of communication should there be concerns about a child. Parents are made aware of the role of the setting, so that they can work together to get the best outcomes for children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting willingly, separate easily from their carer and settle quickly to the many activities on offer. Children are well occupied. For example, children play in the role play area buying items from the shop, or carefully throw a bean bag onto the necessary number and jump and hop on the appropriate squares. Children form positive relationships with their peers and the welcoming staff. They develop social skills as they learn to share resources; such as when using the play dough. They learn to take turns, for example, when waiting for their snack. Younger children who have not yet started on the Foundation Stage curriculum take part in child-centred, age appropriate activities linked to the Birth to three matters framework. For example, playing with small world figures on floor mats.

Nursery Education

The quality of teaching and learning is good. The stable staff team have a secure knowledge of the Foundation Stage and are aware of the areas of development covered by activities. They know the children well and are aware of their differing stages of development. Staff plan a wide range of age appropriate activities, which include all areas of the curriculum. Regular observations and assessments are undertaken of each child and these are recorded against each of the six areas of learning. From these observations and assessments staff are able to plan the next steps in the children's learning.

Children concentrate well on a wide range of generally interesting activities. For example one child carefully loads a cotton bud with paint and uses this to paint a picture. Some group activities offer less opportunity for children to discover and explore, at these times children are easily distracted.

Children learn the days of the week and begin to gain an awareness of changing seasons and weather patterns through planned daily discussion. Through topics throughout the year children gain an awareness of others, both in their immediate lives and around the world. Children are learning to use Information Technology to support their play, for example when using the computer to play games. They are able to visit the local police station where they are able to learn about the role of a police officer and enjoy the lights and siren on the police car. Children regularly take part in creative activities where they can experiment with a range of materials, such as making models from used containers. Children have regular opportunities to exercise and through discussion become aware that when they are active their heart beats faster.

Children speak confidently to their friends, and in a group situation. They enjoy reading books and handle them with care, turning the pages and studying the pictures. They become familiar with print through the many examples around the room and learn to recognise their name when they find their seat at snack time. Children are gaining confidence in using one handed tools, such as paint brushes, and rollers in their play. There are many opportunities for children to free write or write their name on their work though the staff have not developed a consistent approach for early writing skills and letter and sound awareness. Children count well, for example when counting the number of children present in their group. Older children are encouraged to add numbers together and remember how many adults are present.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. The setting meets the differing needs of all the children in their care. Children are treated with equal concern. They have equal access to toys and activities, and to the practitioners' time and attention. Children benefit from frequent visits into their local community where they begin to develop a sense of identity and a sense of belonging. Within the setting children become familiar with the layout of the room and the structure of the day and this enables them to become secure and feel part of the group. The staff understand that some children need additional support to achieve their potential, and are proactive in identifying children who have additional needs.

Children are generally very well behaved. They respond positively to the setting's sensitive approach and gentle guidance. Younger children are distracted and diverted towards activity that is more positive so that their behaviour remains acceptable. As children grow, they are helped to learn about the consequences of their actions, and begin to exercise self-control.

The partnership with parents and carers is good and this has a positive impact on children's wellbeing. There is a key worker system in place and records are kept on the children's progress. A comprehensive record of the activities carried out and progress made of children under three is maintained. Staff send these record books home weekly to enable parents to read and comment upon at their leisure. In this way parents and staff are kept fully informed about the children's progress. Parents whose children receive funding for their nursery education are able to meet with their child's key worker on request. More formal meetings for these parents are held twice yearly when their children's developmental records are shared.

An informative and regularly updated notice board is at the entrance to the playroom which provides parents with current information about the setting. Parents also receive relevant information about the setting's policies and procedures, and the service that is offered. The staff work closely with parents to achieve best outcomes for children, and so that they receive a consistent standard of care. This is particularly relevant to those children who attend additional daycare at another setting. Staff welcome parental insight into their child's education. Policies and procedures are available for parents to see.

Organisation

The organisation is good.

The setting meets the needs of the children for whom it provides. Leadership and management are good. Excellent procedures for monitoring and evaluating the care of children are in place and demonstrate clear purpose and a commitment to continual improvement. The manager and committee have clearly defined roles and responsibilities and work together to encourage staff to continually strive for improvements and the highest standards in their work. The success of this is demonstrated in the steps taken over the past year to improve the provision. For example, staff identify and implement several improvements on a monthly basis and note these on their self review sheet. Staff are motivated by means of regular staff meetings and having their views and ideas acted upon. They receive regular training that covers both care and education. Staff are line-managed effectively with on-going supervision and annual appraisals.

A good range of policies and procedures is in place, however, the complaints procedure does not currently provide sufficient information regarding the timescale for the resolution of complaints. Documentation such as children's personal details, attendance registers and accident

books are kept suitably up to date. Confidentiality is appropriately maintained through the secure storage of documentation. This documentation is easily accessible for inspection and daily use, such as when completing the accident or visitors books.

Improvements since the last inspection

At the previous inspection one action and four recommendations were established to improve the care of children.

The action was to ensure that all required records relating to day care activities are maintained and that Ofsted is notified of any significant changes. This has now been suitably addressed.

The recommendations were to ensure that unwanted visitors cannot gain access to the areas used by the children. Ensure that children receive drinks in sufficient quantities at each session. Develop systems of communication with children and their families who speak English as an additional language. Provide additional resources and images which reflect their culture and home language. Develop committee members knowledge of the National Standards and associated Regulations. Children's safety and health have improved through consistently locked door and the easy access to water. Children's differing needs are now better addressed as staff ensure children with English as an additional language are fully included.

There were also two areas identified for improvement in the education of the children. These were to improve opportunities for children to pursue their creativity, imagination and originality in art and craft activities, and to develop systems for sharing records of children's progress with parents and their ability to contribute what they know about their children.

An art and craft area has been established for daily use where children are able to self-select from a wide variety of media and materials and develop creativity and imagination. A staff member is on hand in this area if children need support. Children's differing needs are now better addressed as parents are more fully informed about their children's progress and are included in plans for future developments.

Complaints since the last inspection

Since 1 April 2004 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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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 more detailed information in the complaints procedure so that parents are aware of the timescale for resolving complaints.

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):

- extend planned activities to further support children's ability to discover, explore and express their creativity

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