

Bushy Tails Pre-School Committee

Inspection report for early years provision

Unique Reference Number	110330
Inspection date	22 May 2007
Inspector	Michelle Ann Parham
Setting Address	Springwood Avenue, Waterlooville, Hampshire, PO7 8ED
Telephone number	023 92 263038
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Registered person	Bushy Tails 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?

Bushy Tails Pre-school opened in 1997 and operates from rooms within Stakes Hill Infant School in Waterlooville and has a secure outside play area. The pre-school is organised by a voluntary management committee and the supervisor has responsibility for the day to day running of the session. The pre-school serves the local area and children attend for a variety of sessions. There are currently 75 children from two to five years on roll and of these 67 are in receipt of nursery education funding. The pre-school is able to support children identified with special educational needs and children for whom speak English is an additional language. The pre-school is open five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:15 until 14:45.

Currently there are seven practitioners working with the children and of these five have relevant early year's qualifications including NVQ 3 in Childcare and Education. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), is a member of the Pre-school Learning Alliance (PLA) and has obtained accreditation status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a positive attitude to physical exercise and enjoy outside play generally each session. They have good access to the schools outside provision and their own fully enclosed area. Children benefit from using the varied equipment such as crates and tools, sit and ride cars, tricycles, climbing frame and tunnel, bats and balls. Within the setting practitioners make use of the school hall for large group games such as the parachute. Children join in enthusiastically to familiar action songs and rhymes which further contribute to their physical fitness. Whilst the setting does promote physical play effectively, practitioners do not currently make enough use of the outdoor area throughout the year which would contribute to children's good behaviour, learning and enjoyment whilst also further increasing their access to fresh air. Children do negotiate their way well around the setting as they, for example, successfully pass their peers when using the wheeled toys outside or walk round furniture and step over equipment on the carpeted area, showing a good sense of space and gaining increasing control over their movements. There are lots of resources and activities provided such as small world play, construction, art and craft and puzzles that help the children develop fine motor skills and their emerging skills with tools.

Children learn about healthy eating and are well nourished as they enjoy the varied fruits and savoury snacks the setting provides. They begin to learn which foods are good for them through topics, general conversation and practical activities such as the dental health worker visiting the group and discussing foods that are good and bad for the teeth. All children have access to fresh water throughout the session which they can access independently from the water dispenser, consequently they are well hydrated which has a positive impact on concentration.

Children's care is well fostered as personal information is discussed with parents to ensure health and medical needs are identified, addressed and recorded in required documentation. Children are protected from illness and cross infection because practitioners have effective routines in place to maintain their health and wellbeing. For example, they use disposable gloves for when dealing with accidents and parents are asked to exclude those who are unwell which prevents children and practitioners being exposed to unnecessary risks to their health. Children's health is promoted because practitioners work well as a team to maintain a clean environment; children also enjoy responsibilities to help maintain their environment such as tidying away the toys. They learn the importance of good personal hygiene through daily routines, topics and discussions and are happy to wash their hands after toileting, messy play and before snack time. A well maintained first aid box is easily accessible and children receive immediate first aid treatment in the event of an accident as currently all practitioners are first aid qualified, therefore accident and ill health are dealt with effectively and efficiently.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that has all the required facilities to support their individual needs. Practitioners' effective organisation of resources means children can safely access activities. Children are kept safe and secure at all times because practitioners demonstrate high regard for their safety. Informal risk assessment is undertaken on a daily basis to ensure equipment and areas of the facility are safe for children, and this is supported with an in depth annual risk assessment. Consequently play areas and resources are safe for use and children's

access. Children are kept secure because access to the premises is personally monitored, the entrance door is locked and an alarm indicates when the internal door is accessed to the school. Stringent procedures are in place regarding the arrival and collection of children as parents are required to use a code word if another adult is to collect a child. Comprehensive fire procedures and emergency evacuation plans are clearly displayed and practised regularly to ensure safe and swift exit from the premises in the event of an emergency.

Children move around the setting freely as the room is well organised to promote independence and for children to participate with ease. They are supported very well within the setting as staff ratios and deployment are maintained to a high standard, which further contributes to their safety. Children's welfare is maintained and practitioners have good knowledge and understanding of child protection. They have awareness of possible signs and symptoms that may indicate a child were at risk and are clear of their role and responsibility to safeguard children in their care. However, a minor weakness has been noted as not all existing injuries children arrive with have been recorded which could lead to a delay in identifying concerns about children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well cared for by a team of practitioners who have a good understanding of their individual needs and overall plan stimulating activities to help them to make progress in their learning. The setting operates a key worker system which ensures practitioners have full knowledge of children's abilities and individual needs and are suitably supported during their attendance. Younger children benefit from practitioners having regard of the birth to three matters framework. They use the framework to encourage and support younger children to become strong, healthy children who are skilful communicators and competent learners. Children are given responsibility and choices, making them feel valued and important in the setting. They benefit from the warm relationships they build with practitioners who help them feel secure, happy and settled.

Nursery education

The quality of teaching and learning is good. Practitioners have an extremely clear understanding of the Foundation Stage Curriculum and use the framework effectively to plan for children's next steps in learning. Plans show distinct links through the six areas of learning and assessment records and observations evidence how children make good progress through the stepping stones. Children benefit from having activities that are well planned and include differentiation. Therefore adaptable to ensure all children whether more or less able can participate and be sufficiently challenged. Practitioners work well as a team which promotes harmony within the setting and a happy environment. They evidently enjoy their work with the children, evidenced by the warm relationships they build and the ease of interaction. They give their full attention to the children throughout the sessions and are focused on assisting and encouraging. Children benefit from practitioners providing a stimulating and balanced curriculum. Planned activities have a learning objective and are evaluated for success and improvement. Children make good progress in an environment, where they receive stimulating interaction from practitioners who question effectively to help them think, problem solve and extend their learning in all areas.

Children receive lots of praise and encouragement which has a positive impact on their good behaviour, self-esteem and levels of confidence. Their independent skills are promoted as practitioners encourage children to undertake tasks such as helping to tidy up equipment and

self registering. Children love the special responsibilities of serving snack or using the musical bells to announce a change of routine and show absolute delight when chosen to do so. Children are aware of expected codes of behaviour; they sit well for stories, register and snack and listen to others when they are talking. They are learning to share and take turns with equipment. For example, as they wait two at a time to practice pencil control over the large sheet of paper. Good manners are encouraged from practitioners throughout the visit and provide children with positive role models.

Children benefit because practitioners provide well resourced areas for mark making such as the office desk and easel. Practitioners also promote children's writing skills through providing, for example, order pads and reservation diaries in the role play area which is currently a café. The reading corner is vibrant and attractive, set out with comfortable cushions and a colourful mat. Children enjoy regular stories and are confident to predict and join in conversation. A wealth of labelling around the setting, registration cards and calendar chart help children become familiar with text and also recognise their own name. Children learn Jolly Phonics each day which provides a thorough foundation for reading and writing in a multi sensory way. Children's spoken language is developing well as they confidently talk to practitioners and peers about home life experiences. They are happy to interact within role play or at group time and for most of the children their levels of concentration are good as they persevere with activities or listen to stories and to others speaking.

The children have very good opportunities to recognise shape, measurement and number. Daily routines and planned activities encourage mathematical learning in all areas and some older children can count confidently up to and above 20. Children are encouraged to count at many activities and have good opportunity to begin to recognise numerals. Effective language from practitioners helps children gain increased understanding of calculation and comparing numbers. Children show a sense of achievement as they thread the beads, following a sequencing card and then make a necklace which they proudly show to other practitioners.

Children have good resources and activities to promote knowledge and understanding of the world such as the daily calendar chart and using the magnifying glasses to search for mini beasts. They have lots of opportunity to construct and design and enjoy making cars and models from junk modelling and Lego and putting the train and car tracks together. Children show a sense of time and place as they adapt well to the routines with practitioners making very good use of sand timers so children know how long they have left at an activity. Children love to play with the Beet Bot and Daisy Duck and are quite competent at using the remote control equipment. Practitioners also foster their interest in technology by providing a good range of resources such as calculators, cash tills and telephones in the role play area. Children have an interesting selection of resources that portray other cultures and beliefs which are accessible and included in discussion during natural play and routines. Prominent events are planned into the curriculum such as Chinese New Year and Divali which further contribute to children gaining awareness of other cultures.

Children have good opportunity to participate in music and singing which helps them to explore their creativity and develop listening and communication. Creativity is further promoted for children by practitioners providing a wealth of imaginative play resources. Children thoroughly enjoy their play in the pretend café as they take food orders, cook and serve the dishes. They benefit immensely from practitioners providing innovative pretend play areas where children delight in role play and express their ideas and feelings. Children work well with various materials to design and create such as Play Dough, paints and junk and develop manipulative skills using

various tools such as scissors, sellotape, paint brushes and glue sticks. Art work is child led which evidences how children's work is valued and how practitioners promote self expression.

All activities are interesting and fun and children are very happy in an environment where they make good progress as they are encouraged by practitioners to enjoy and achieve.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. Children benefit from well established informal relationships between practitioners and parents. Effective procedures are in place to regularly share children's progress with parents and plan for their next steps in learning. For example, key workers offer open evenings where they meet with parents to view achievement records and discuss next targets. Parents are also given regular information on what phonics and numbers the children are covering for the week which ensures they are aware and can contribute to their child's learning at home. Information boards, prospectus and regular newsletters further contribute to parents' understanding of nursery education and the working practices of the group. Parents are welcome to attend the group as part of a rota and also for any individual skills they may have and are happy to support practitioners if a member of staff is off. Parents interviewed on the inspection visit expressed their support of the group and practitioners and were very happy at the level of information sharing and care and education that their children receive.

Children develop good self esteem which is fostered by all practitioners through lots of praise and encouragement. Their work is displayed prominently so they can see how their contributions are valued and they develop a good sense of themselves because practitioners provide an environment of inclusion and where they are welcomed and thoroughly encouraged to participate in all activities. Children are valued as individuals because practitioners have a very good understanding of equal opportunities, ensuring their needs are effectively met in accordance with any special requirements. Positive images and activities that promote diversity are in place throughout the setting as the group have books, dressing up clothes, small world play, puzzles, posters and dolls that portray positive images of all members of society. Consequently children become aware of a wider society and develop respect for others.

All children are fully included in the life of the setting, and activities have differentiation and flexibility to reflect younger or less able children attending. For example, children with limited concentration or behaviour concerns are able to move away or have alternative activities offered during group time as practitioners recognise that their levels of concentration or interest may not be as maintained. All children are treated with equal concern and are encouraged to value each other, which ensure all children feel important and included. Effective procedures are in place to support children with additional needs and the special educational needs coordinator attends regular cluster meetings and liaison with other agencies to enhance her expertise and ensure an inclusive environment.

Children thrive in this setting because of the very good interaction they receive from all practitioners which helps to focus the child and extend their learning. Effective techniques are used to encourage good behaviour and achievement and children enjoy receiving stamps and certificates for reward. Occasions of unwanted behaviour are successfully handled with a minimum of fuss and upset using positive methods such as gentle discussion, distraction to other activities, and time out if required. Children learn acceptable behaviour because practitioners are positive role models as they encourage good manners, sharing and taking

turns. Practitioners inform parents about how they manage children's behaviour and any concerns are discussed with parents to ensure they are fully up to date and can be addressed effectively. Children's social, moral, spiritual and cultural development is well fostered.

Organisation

The organisation is good.

Leadership and management are good. Five out of seven practitioners are appropriately qualified in early years and attend regular training to update skills and professional development. They have a good understanding of the Foundation Stage and early learning goals and work extremely well as a team, meeting regularly to discuss working practice, children's individual needs and delivery of a balanced and stimulating curriculum. Regular monitoring and annual appraisals are undertaken by the supervisor which ensures practitioners' training needs are identified and further development of work practice. This in turn has a positive impact for the children's learning and care. Practitioners have clear direction and are fully aware of their roles and responsibilities. The setting strives to build on its good practice by self evaluating, questionnaires to consult with parents and quality assurance schemes such as accreditation through the Pre-School Learning Alliance.

Use of the Birth to three matters framework ensures that younger children are sufficiently supported and provided with care and learning opportunities to enhance their development. Recruitment and vetting procedures contribute to the safety of children and effective procedures are in place for the induction of new staff to ensure they are fully aware of the setting's working practices and policies. In practice, all policies and procedures work to promote the children's health, safety, enjoyment and achievement. However, not all accident records have the full name of the child and visitors are not consistently asked to sign in with full record of contact details. Ratios are very good which contribute to the children taking an active part in the setting and receiving good levels of support. The good deployment of staff promotes positive relationships and ensures that the children's needs and individual routines are met effectively. The children are happy and benefit from good quality care and learning opportunities. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was required to implement systems to ensure that parents are informed of child protection procedures, ensure the register of attendance is completed accurately in ink and keep a written record, signed by parents, of medicines given to children. Effective systems have been put in place to ensure these recommendations are met which has a positive impact on partnership with parents, good health of children and overall organisation.

At the last nursery education inspection the provider was asked to give consideration to encouraging children to self select resources to develop their own ideas in creative activities and extend opportunities in the outdoor environment for children to use their imagination in purposeful play and to respond to their senses, explore and investigate. The setting has established areas both in the setting and in the outdoor area where children can access resources such as junk and craft to extend their creativity and imaginative play Practitioners are also more involved in children's play in the outdoor area which has a stimulating and positive impact and contributes to more purposeful play. This therefore further promotes children's learning and enjoyment.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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):

- ensure all existing injuries are comprehensively recorded
- ensure a comprehensive visitors record is maintained and that children's full names are always recorded in the accident book.

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):

- make more use of the outside play area in varied weather conditions to promote good behaviour and develop children's understanding and enjoyment of varied weather.

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