

Beeches Pre-School

Inspection report for early years provision

Unique Reference Number	EY267088
Inspection date	12 March 2008
Inspector	Ros Church
Setting Address	Iqbal Family Centre, 157 Cromwell Road, Peterborough, Cambridgeshire, PE1 2EL
Telephone number	01733 707 658
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Registered person	Beeches 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?

Beeches Pre-School opened at its present premises in 2003 but has been operating since 1993. It operates from a large room in the Iqbal Family Centre in central Peterborough. Beeches Pre-School serves the local community. The group opens five days a week during school term times. Sessions are from 08.30 to 11.30 and from 12.00 to 15.00 each weekday. There is no extended lunchtime provision.

A maximum of 26 children may attend the pre-school at any one time. There are currently 52 children from two years nine months to five years on roll. Of these, 50 children receive funding for early education. Children attend for a variety of sessions each week. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are seven staff who work with the children. All staff hold a recognised early years qualification. The setting receives support from the Peterborough Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and welfare is promoted because staff ensure that children are cared for in clean and hygienic premises. Staff follow good health and hygiene procedures. For example, ensuring tables are clean prior to providing snacks and ensuring toys and equipment are clean and well maintained. Children are generally encouraged to learn about good hygiene, for example, washing their hands before snacks and after using the toilet. However, although equipment such as liquid soap and hand dryers are accessible within the toilet areas, suitable hand washing and drying equipment which helps to prevent the risk of cross-infection is not easily accessible at the wash basin within the activity room. Children are well protected if they have an accident or become poorly, staff ensure that at least one person who has a first aid qualification is present at each session. Clear sickness procedures are in place, these are shared with the parents.

Children have good opportunities for physical exercise and fresh air. They are able to have free access to the outdoor area where a broad range of activities and equipment are provided. For example, children enjoy running with their friends, they negotiate the space needed for themselves and others when running or when manoeuvring the cars, they learn to steer and pedal the tricycles. They use a wide range of smaller equipment which encourages physical skills such as footballs, hoops and bean bags. Children's fine manipulative skills are encouraged through activities such as drawing, writing, jigsaws and construction.

Children are developing an awareness of healthy eating. At snack time they are offered a good range of fruit and a drink of water or milk. Children are given opportunities of helping to prepare the fruit and learn about the importance of eating healthily. Staff work well with the parents to ensure that individual dietary requirements are met. Children are able to access a drink of water as they require throughout the session, this ensures that they do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure indoor and outdoor environment. The large indoor play area is light, well maintained, appropriately heated and ventilated. The room provides good space for children to be involved in a broad range of activities which are safe and suitable for their individual needs and development. Activities are set out on child-sized tables and floor areas enabling children to have good access. Children are able to choose from additional equipment which is stored in low cupboards around the room. Toilets are easily accessible so children can learn to use these independently. The outdoor area is fully enclosed, it is attractive and provides grass, a garden and hard surface area, and this enables a good range of outdoor activities to be provided in a safe environment.

Children are protected from the risk of accidental injury because staff maintain good supervision within all areas. Effective systems are in place to identify and minimise any risks, these include risk assessments and daily checks. Good security procedures ensure children's safety. Staff are vigilant at collection times ensuring that only authorised persons collect the children. Children develop an awareness of safety through staffs' clear explanations and practical activities. Fire evacuation procedures are practised regularly to ensure that both staff and children are aware of what to do in the event of an emergency. Children's welfare is effectively promoted because

staff have a clear understanding of their role and responsibilities in safeguarding children. Staff have attended training sessions and the setting has clear procedures in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time at pre-school. They are interested in their play and make choices from the good range of activities available. Activities meet the development and interests of the children within the group. Children happily engage in role play, dressing up and re-enacting familiar events such as making dinner or going shopping. They are creative, physically active and enjoy story time and singing songs. Staff provide good support to children, they help them settle into the group by being warm and responsive to their individual needs. Children receive lots of praise and encouragement from staff which promotes their confidence in the setting and the activities. They begin to distinguish right from wrong and form positive relationships within the group.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage and clear understanding of how children learn and progress. Staff plan together a broad range of topics and activities which are based on children's interests and development. Activities cover the six areas of learning within both the indoor and outdoor areas. Planning is flexible and allows staff to make the most of different experiences as they occur such as introducing activities to enable children to experience different types of weather. For example, during a windy day children within the outdoor area make kites using a range of different materials and tools and then experience flying them. A good balance between adult-led and child-initiated activities ensures children have enough time to consolidate their learning in their own way and at their own pace. Staff carry out regular assessments which are based on observations of children's learning, these are then used to inform planning. However, assessment records do not show children's progress through the stepping stones to enable them to be used effectively to identify children's next steps for learning. Staff use their time well interacting with the children and encouraging their development. They use good teaching methods which include supporting children's learning by encouraging them to think and ask questions.

Children's personal and social skills are a particular strength as they develop confidence within the setting. Their independence skills are encouraged through good provision which includes making choices whether to play indoors or outdoors, choosing when to have a snack, and accessing additional equipment to extend their play and learning. Children's language is developing well, during group times their confidence develops as they begin to share with staff and other children their interests and experiences. Children learn to recognise their own name as they find these at snack time. A good variety of opportunities are provided which help children to link sounds to letters and learn to recognise familiar words. For example, at group time they learn the letter of the week and words beginning with the same letter. Children enjoy looking at favourite books and listening to stories within both small and larger groups. At group times children sing enthusiastically together, they enjoy action rhymes and learning songs in different languages. Children use a good range of tools which include pencils and crayons for independent mark making, and use sticky tape and children's scissors for designing and making, they also have opportunities to access additional equipment as they require.

Children learn about their local environment and the world around them through a wide range of activities and local outings. These include drawing a map of where they live, this is then extended further by encouraging children to talk about what they have observed and also listening to their imaginative language. Children have planned opportunities to use the computer, they learn to control the mouse and show excitement as they watch what happens on the monitor. They use other technology equipment such as calculators, keyboards and phones on a daily basis. Children use a broad range of different construction materials to build and design such as using the waffle bricks to build a tower, or using the Lego to make bridges, houses and cars. Children enjoy role play and often initiate their own play. For example, within the outdoor area they use the available equipment to set up a garage, they use the bread crates as ramps to mend the cars. Children have good opportunities to count and use numbers within the daily routine, and learn to use mathematical language to describe the shape and size of an object. Children's creative skills are developing well in a variety of ways as they use a broad range of textures and materials to create their pictures.

Helping children make a positive contribution

The provision is outstanding.

All children and families are made to feel welcome at the setting, staff value and respect their individuality and ensure they can meet children's individual needs. Children develop a strong sense of belonging in the pre-school, this is reinforced by displaying children's art work on the walls. Many of the children in the pre-school have English as their second language, staff take account of this as they work with them. For example, staff use children's home language or signs and symbols to help all children to communicate. Some of the staff are bilingual, this helps with communication and the settling in of individual children. Staff are extremely knowledgeable about the children and know who may need extra attention. Children with learning difficulties and/or disabilities are welcomed into the setting. They receive excellent support from skilled staff who work exceptionally well with the parents and other agencies such as physiotherapists and speech and language therapists to identify how they can best care for children. They work together to devise, implement and review individual educational plans to help the child develop at their own pace. The Special Educational Needs Co-ordinator (SENCO) is trained to use the sensory equipment within the multi-sensory room and uses this to assist her in carrying out children's individual programmes. Children's spiritual, moral, social and cultural development is fostered. Children have daily use of a good range of resources that reflect diversity so that they learn to value others and treat everyone with respect. The setting celebrate festivals and special days from the families' cultures and from other cultures. Visitors to the pre-school help children to learn about people in the community whose job is to help them such as Community Police Officers. Through outings into the community children develop an awareness of the local area. Children's behaviour is exemplary; they play harmoniously together and learn to share and take turns with the equipment. Children learn to help one another as they tidy away at the end of the session. Staff have high expectations and are excellent role models, they are calm and foster children's good behaviour through praise and encouragement. Children learn to praise one another as they recognise their achievements, for example, at group time they praise themselves and others by clapping to celebrate theirs and others' achievements in singing.

The partnership with parents and carers of children in receipt of funding for early education is outstanding. The excellent partnership with parents contributes significantly to children's well-being in the pre-school. A comprehensive range of information is given to parents about the setting and its educational provision; this includes a pre-school prospectus, regular

newsletters and information on notice boards. Parents and carers have very good opportunities to be involved in their child's learning and development, the pre-school actively encourages this in meaningful ways. For example, parent workshops which include 'Early Literacy', 'Speaking and Listening' and 'Early Maths' are organised which gives information on extending children's learning at home. A library book share system is also provided. Children's assessments are available to parents at any time, and key worker meetings are planned to discuss children's assessments and progress.

Organisation

The organisation is good.

Children are protected as there are effective recruitment and selection procedures in place. Procedures ensure that all staff have been vetted and are safe and suitable to be in contact with children. Clear staff induction procedures ensure that new staff are aware of the settings' policies and procedures, this promotes the safety and welfare of the children. Children are looked after by committed and experienced staff who have a sound knowledge of child development and who plan a good range of activities which promotes children's progress. Training and development is encouraged within the staff team, an annual appraisal programme enables staff and management to identify opportunities for further professional development. High staff to child ratios are maintained which ensures children receive good quality care and attention and their needs are met. Clear and comprehensive policies and procedures are in place and shared with the parents. All the required records are in place, updated regularly and children's confidentiality is ensured.

The leadership and management of the nursery education are good. The committee, manager and staff work very well together to ensure the smooth running of the group. The manager is enthusiastic and motivates the staff team well. All staff contribute to the planning of activities to ensure all children's individual learning needs and interests are taken into account. Effective systems are in place to monitor and evaluate the educational provision and children's learning. These include self-evaluation forms, children's assessments and working with local authority development staff. This enables them to monitor and review current practice and develop ideas for ongoing development and improvement.

Overall children's needs are met.

Improvements since the last inspection

Since the last care inspection the provider has re-organised toys and equipment to ensure they are easily accessible for children to make independent choices in their play. They have also extended the equipment reflecting disability. These improvements help to promote children's care and learning.

Since the last nursery education inspection the provider has improved the provision for creative development and includes regular opportunities for children to develop their imagination through interesting and appealing role play situations. Improvements have been made to planning to include regular focussed activities for large physical play and creative development. Parents have been provided with more detailed information on the Foundation Stage curriculum within the settings prospectus.

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

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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 good hygiene procedures are in place with reference to hand washing and drying facilities.

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 assessment records to show children's progress through the stepping stones to enable them to be used effectively to identify children's next steps for learning.

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