

# Beechbuds

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY283042
<b>Inspection date</b>	11 May 2007
<b>Inspector</b>	Ann, Theresa Flynn
<b>Setting Address</b>	Eccleston Primary School, Doctors Lane, Eccleston, Chorley, Lancashire, PR7 5RA
<b>Telephone number</b>	0770 929 0330
<b>E-mail</b>	
<b>Registered person</b>	Beechbuds Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Beechbuds Pre School operates from within a classroom at Ecclestone County Primary School. Children have access to a classroom, adjacent toilet area and an enclosed outdoor play area.

The premises are situated within easy access of Ecclestone village centre. The pre school setting operates from 09.00 until 11.30 Monday to Friday during term time with an optional lunch club from 11.30 until 12.30.

There are currently 34 children on roll of which 23 are in receipt of funding for nursery education. Children with disabilities, learning difficulties and English as a second language are welcomed into the setting, presently two children attend who have additional needs.

There are three full-time staff members whom hold childcare qualifications to Level 3 and one part-time staff member who has child care training to Level 2. The setting receives support from the Local Authority and staff within the school.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children generally stay healthy because staff follow good hygiene practices. For example, cleaning tables prior to snack time and overseeing children to ensure they wash their hands properly prior to snack, which helps to develop children's knowledge and understanding of hygienic practice.

Children enjoy a very good range of physical activities both indoors and outdoors, providing them with regular access to fresh air. They enjoy a wide range of resources including a climbing frame, age appropriate bikes and water play as well as a container housing trays filled with compost, shavings and sponges, thus providing access to natural resources whilst children play outdoors. Physical education sessions, music and movement sessions, plus walks to the local library, all help in promoting children's health, well-being and enjoyment.

Children are well nourished through the provision of healthy snacks. Snack time provides a social occasion with children sitting together and choosing from plates containing apple slices and cherry tomatoes, which children freely choose. Children have access to drinks throughout the session from a water fountain situated within the main play room, which they access themselves, thereby helping to develop their personal independence and providing children with healthy choices.

Staff promote children's understanding about healthy eating, by discussing with children healthy foods and by developing their understanding through topics and activities, which promote healthy eating.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment. The environment is bright and colourful with displays of children's work around the walls, photographs also help children to feel secure. Many varied resources are available at child height, which children freely access, thereby providing a welcoming environment. Space is well organised into planned areas, which enables children to enjoy varied choices from a balanced range of continuous provision.

Children are beginning to learn to keep themselves safe within the setting. For example, by being involved in regular emergency evacuation practices and through staff reminding children of safety issues, such as encouraging them to carry their chairs correctly as they go to stack them.

Children are kept safe on outings because appropriate staff to child ratios are maintained. Children all use wrist straps and staff discuss road safety. Children also link with schools activities for example, when they listen to visitors, such as the police when they come to talk about issues like stranger danger, thereby developing children's knowledge and understanding about their own personal safety.

Children are adequately protected because staff understand the correct procedures to follow in the event of concerns about any child in their care. Staff access child protection training thereby ensuring their knowledge is current, thus helping to keep children safe.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age appropriate resources and activities are available. These include areas of water play, sand play, craft activities, painting, puzzles, role-play and an area in which children freely access books.

Children also share experiences with school, such as visits to the library and listening to visitors to the school. All of which provides interest, stimulation and challenge to help children progress and enjoy their time at the setting.

Children access activities both indoors and outdoors, freely choosing from the good and varied range of resources available. Staff are well deployed offering appropriate support and guidance, the children initiate their own imaginary play within the role-play area socialising well as they discuss the items they are to buy in the shop. Thereby developing their social skills, language and imagination, with staff available to offer support and guidance when necessary and thus maximising children's learning experiences.

Staff implement the 'Birth to three matters' framework for the younger children who attend, ensuring they are provided with opportunities to develop, which involves observations and assessments of children to help them to progress.

### **Nursery Education**

The quality of teaching and learning is good.

Children benefit from the staff's sound knowledge of the Foundation Stage, and effective teaching helps children make good progress towards the early learning goals. Children are questioned and challenged by the staff, who ask appropriate questions to help children to think and to learn at their own pace. For example, answering their name to the register call in French, discussing the name of the letter of the week and extending children's learning by asking about items beginning with the letter. Asking questions in mathematical terms, such as 'what comes after three and then four' thereby helping children to develop concepts of number and thus helping them to learn.

Children are encouraged to be independent and are able to make their own choices for learning. The curriculum is sufficiently matched to children's interests and there is an appropriate balance between child led and staff led activities. For example, following circle time children choose where they wish to play, who they want to play with and with which resources, which help's children to develop their independence.

Children are developing confidence through appropriate praise and encouragement. For example, when being praised for their efforts during their painting of fruit and for helping to tidy up, thus helping to develop their confidence and self-esteem. Children are socialising well as they learn to wait until their peers are seated before beginning snack and learn to share resources which helps to develop their understanding of how to share. Children's personal independence is developing as they access the hand wash basins themselves to wash their hands following craft activities.

Children are developing their literacy skills as they listen to the sound of the letter of the week and draw the shape of the letter in the air. Their writing is developing and they are rewarded

with certificates for being the writer of the week. They copy their names from name cards and write letters using their fingers in custard. They are developing their understanding of mathematics, as they count and identify numerals in the number game. Children are learning about the world in which they live by undertaking visits to places, such as the local library and by being involved with visitors to the school, such as the police, who talk about stranger danger. All of which provides children with good hands-on experiences and opportunities to develop their understanding of their environment. Children's creativity is developing well through good experiences, such as painting, gluing, construction, musical instruments and imaginary play within the role-play area, which provides good and varied opportunities to develop children's creativity and imagination.

Planning is clear and identifies how all six areas of learning are to be delivered. Children's assessments and observations are used to inform future planning. Assessments and observations of the children are undertaken to ensure children are appropriately supported and challenged. The system of recording children's progress provides a clear picture of their progress and identifies the next steps in their learning.

However, although staff are aware of and discuss how differentiation for the various ages of children attending is delivered, there is no evidence of how differentiation is planned for within the curriculum planning.

### **Helping children make a positive contribution**

The provision is good.

Children are developing their awareness and understanding about diversity. They have access to a good range of resources, including books, small world figures, dressing up clothes, various cultural musical instruments, varieties of foods from around the world in the shop, all of which reflect diversity. Children undertake activities involving cultures and festivals from around the world, such as Chinese

New Year. They are involved in saying prayers thanking God for the food they eat and during circle time children are encouraged to answer in French with many children answering confidently 'que mademoiselle'. Discussions with staff help to re-enforce children's learning and understanding of the diverse society in which they live.

Children are valued, included and have their individual needs met appropriately. Children's all round needs are catered for and all children are included within the setting. Activities are adapted when required to ensure an inclusive environment is provided. Staff work consistently with parents and other carers to provide continuity of care, thus working in the best interests of the children.

The behaviour of children is good. They accept and work with age appropriate strategies, praise and encouragement, to promote positive behaviour as well as stickers and certificates, which are presented to the 'writer of the week', thus helping to develop children's confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered appropriately as they learn to take turns and share. For example, when waiting in turn to answer to the register.

The partnership with parents and carers is good.

Children's individual needs are well met because of the good relationships which have been established with parents. Information is shared through written policies and procedures contained within a parents liaison booklet, routines, newsletters, a notice board, daily discussions, daily diary sheets and parents evenings, ensuring parents remain fully informed.

Parents are informed about their child's learning through regular discussions and through parents evenings during which parents have access to their child's record of achievement and report, thus keeping them well informed. Newsletters informing parents about topics and the 'going home of Buddy Bear' helps to involve parents in their children's learning, thus helping to develop a strong link between home and pre-school.

However there is no system in place for seeking parents views about their children's progress at home.

Parents comments about the professionalism of the staff, the good opportunities provided to children, the very good information they receive on children's progress and about how approachable the staff are, confirms the positive relationships staff are developing with parents.

Staff quality assure the service they provide by seeking parental views through the use of parental questionnaires, which they use to further develop the good service provided.

## **Organisation**

The organisation is good.

Overall, the provision meets the needs of the range of the children for whom it provides. Time and space is well organised so that children are able to independently play and relax within the setting. Children easily access varied resources both indoors and outdoors, which helps in promoting their all-round development. Time is effectively organised to cater for structured, free play and snack times, therefore meeting children's individual needs.

Adequate procedures are in place for the recruitment of staff, who are trained mainly to

Level 3 in childcare. Good staff-to-child ratios are consistently maintained, thereby ensuring that children receive good levels of support to help their individual developmental requirements.

However there is no system in place regarding staff who do not have a Criminal Records Bureau (CRB) disclosure or who's disclosure is not clear.

Documentation is maintained in line with National Standards and therefore helps in promoting the safe and efficient management of the setting. Thus, the welfare and care of children is maintained. However, the accident record does not always include basic details, such as the date and or the time of accidents sustained.

The quality of leadership and management of the nursery education is good.

There is a clear understanding of what children are intended to learn; staff are able to identify areas for improvement and are clear on their roles, responsibilities and deployment areas. Curriculum planning is in place and is implemented, delivered and monitored by all staff. Regular staff meetings and planning meetings, in which monitoring of the nursery education is discussed, ensures the provision of nursery education is effective in helping children progress.

Staff have in place a formal staff appraisal system, through which they identify their own training needs and access appropriate training as required. The staff receive support from the local authority and from teaching staff within school.

### **Improvements since the last inspection**

Following the last inspection there were two recommendations raised, one relating to documentation and the second relating to staff induction.

The recommendation relating to documentation has received attention. Play plans now include evaluations of activities carried out with the children.

The recommendation concerning staff induction has received attention because the staff have developed their staff induction procedure, ensuring staff are aware of the policies and procedures within the setting.

Due to the action taken the care, safety and education of the children has been enhanced.

### **Complaints since the last inspection**

Since the last inspection there has 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 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):

- develop documentation by ensuring the accident record includes all necessary details and by devising a procedure regarding the vetting of staff

#### **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):

- provide opportunity for parents to comment about children's learning at home.
- ensure the curriculum planning for nursery education includes evidence of differentiation.

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](http://www.ofsted.gov.uk)