



BUNNY WARREN PRE-SCHOOL NURSERY

Inspection report for early years provision

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Inspector Gill Moore

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Registered person Bunny Warren Pre-School Nursery

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?

Bunny Warren Pre-School Nursery was established in 1980, it is situated in the Fratton area of Portsmouth and serves the local area. It is managed by an elected committee of parents. The day to day running of the pre-school is the responsibility of the manager. The pre-school is situated within a community centre and has exclusive use of two rooms and toilet facilities on the ground floor. The 2 year olds have the use of the Bobtail room upstairs, with toilet facilities provided on this floor. There is

access to a safe and secure outdoor play area.

There are currently 46 children from 2-5 years on roll. This includes 24 funded 3 year olds and 5 funded 4 year olds. The pre-school welcomes children with special educational needs and those who speak English as an additional language. The pre-school operates for 45 weeks of the year. It opens from 09:15 - 15:15. Monday to Friday.

In addition to the qualified manager, 6 qualified staff, all to NVQ 3 level work directly with the children. The setting receives support from the Early years Development and Childcare Partnership and has received the pre-school learning alliance re-accreditation award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well maintained because practitioners have up to date first aid training and know how to implement current and effective hygiene procedures, such as the recording of accidents, administration of medication and nappy changing routines. Children independently take themselves to the toilet and understand the importance of following good personal routines, such as washing their hands before they go off to play.

Children's health and dietary needs are met because practitioners work very well with parents, for example obtaining written consent for their child to try tomatoes and cucumber as part of an activity. Children are beginning to have an understanding around healthy eating and make suggestions about the sorts of foods they should take on a picnic during their imagined play. Practitioners are currently promoting healthy eating across the provision by helping parents to recognise the benefits of a healthy diet and how they can promote this by the choice of foods they provide for their child in their packed lunch. Children talk about the different components of a healthy balanced diet and confidently recognise that they need a balance of fruit, vegetables and meat. Practitioners introduce new foods to children through discussion and taster sessions, although they do not always promote healthy options at snack time.

Children learn about their bodies and how to take care of them through topic work, visitors to the pre-school and daily routines. They benefit from physical activities every day helping to develop a positive attitude to exercise. Children confidently ride bicycles and scooters, use climbing apparatus and develop skills such as throwing and catching balls. Older children participate in a ten-week fun fit programme, which involves a very wide range of physical activities and enables children to work towards different awards. This programme helps to increase skills and co-ordination and re-enforces children's understanding of the importance of taking regular exercise to help keep their bodies fit and healthy. Practitioners use the birth to three framework to plan a very good range of physical play experiences for younger children, which

contributes to their good health and physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely and confidently around the welcoming, secure and safe environment. Practitioners are vigilant about children's safety and ensure hazards and risks are minimised through the implementation of detailed health and safety policies and procedures and vigorous risk assessments. Children talk about dangers and how to keep themselves safe, for example during their imagined play. They confidently know how to contact the fire brigade, the details to give and show excellent imagination as they act out their experiences through role-play.

Children excitedly recall visits from the local fireman and discuss safety issues such as the dangers of lighting matches. They learn about safe practices for example as they are reminded to put scissors away and to hang up dressing up clothes so that children do not trip over them. Children learn about road safety through discussion and activities linked to topics and practice crossing roads safely in the local community.

Children are safe-guarded from harm because practitioners have a very good knowledge and understanding of child protection issues and know how to implement local procedures. They regularly update training in this area and implement effective procedures within the group, including secure arrangements for the collection of children, helping to ensure children are safe and well protected.

Children use a very good range of suitable and safe equipment, which they access independently from open shelving units and low level storage trolleys.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident and excitedly come running into the group seeking a cuddle from practitioners. They are actively involved in all aspects of the session and enjoy opportunities to work alongside their peers as well as independently making their own decisions about their play.

Younger children enjoy an exciting range of activities and play experiences in a separate room from the pre-school children. Practitioners working with these children have a very good knowledge and understanding of child development and children's individual needs. They plan around the birth to three framework, using suggested ideas and linking these to children's observations, to ensure experiences are appropriate to their individual stage of development and help them to make progress. Children communicate well as they cuddle in with practitioners whilst sharing stories and engage in conversations repeating new words and developing their vocabulary. They enjoy singing and exploring music and imitate the actions of practitioners as they excitedly sit with their partners to sing 'row row row your boat.'

Children enjoy being imaginative and creative as they dress up, engage in role-play and experience a range of media, such as water, paint, sand and bird seed. They express their own ideas and develop early skills, for example as they build models, complete puzzles and prepare their snacks, enabling them to become competent learners.

Nursery education

The quality of teaching and learning is good. Children have a positive attitude to learning, show good initiative and enjoy making their own decisions. They concentrate well and persevere with tasks showing high levels of confidence and self-esteem. Children confidently contribute to discussions and listen to each other and ask questions, for example when talking about sounds and letters. They show great interest in pointing out letters on the computer and then decide to make their own office. Children answer the telephone; write appointments in the diary and lists of food to buy at the shops. They show great interest in how the computer works and have some opportunities to use this in the pre-school, although the range of technology available to them is limited.

Children respond well to the effective questioning techniques of practitioners. They talk about how and why the tadpoles have grown into frogs and recognise the need to wait for a space at the painting easel as they put their names on a list. Children enjoy visits to places in the local community and practitioners make good use of the environment as a learning resource. They excitedly recall how they celebrated their own Trafalgar Day 200 the previous week and confidently talk about the Victory and Nelson, relaying why this event was so important.

Children make comparisons between size and weight, for example as they explore objects in water and use good mathematical language during their individual play, comparing heights of the models they have built. Practitioners make good use of planned activities to extend children's understanding of number, for example children predict how many more flowers there are in the vase and compare the number in each.

Children use excellent imagination as they communicate their real and imagined experiences through role-play. They enjoy dressing up and act out roles of the doctor negotiating who will be the patient. Children use equipment to take each others temperature and write prescriptions suggesting the patient go straight to the chemist to fetch the medicine. Practitioners provide very good support to children as they initiate their own play and make excellent use of these opportunities to extend their learning, encouraging them to think through their ideas and solve their own problems. Time and resources are used effectively to provide children with opportunities to work in large and small groups and select their own tools and materials, although opportunities for children to explore books independently are not fully promoted. Children enjoy exploring creativity and talk about different textures as they independently access resources and use a range of media.

Children make good progress in their individual learning because practitioners have a secure knowledge of the foundation stage curriculum and recognise how children learn most effectively. A variety of exciting and varied teaching methods helps to

ensure children remain motivated and keen to learn. Children's continual progress is observed, assessments are thorough and practitioners use this information to guide their planning. This ensures activities are pitched at the appropriate level and children receive effective support and sufficient challenge, enabling them to achieve their full potential.

Helping children make a positive contribution

The provision is outstanding.

Children flourish in the setting because they are exceptionally well supported by practitioners who encourage them to become autonomous and competent learners. They snuggle in with practitioners as they share stories together and benefit from the excellent relationships they build providing them with re-assurance and helping them to be acknowledged and affirmed.

Practitioners know the children exceptionally well and help them to gain self assurance and develop high levels of confidence. All children, including younger ones, develop a sense of responsibility within the provision helping them to play a full part in the setting, for example by helping to pack away activities. They happily share resources and take turns during games and demonstrate excellent negotiation skills as they listen to each others suggestions and agree solutions. Behaviour is exceptional and children show an excellent awareness of what is right and wrong. They show real concern for their peers, for example when they fall over and hurt themselves.

Children gain a well developed respect for others and their beliefs and cultures. They learn about a wide variety of festivals, such as Ede and Chinese New Year and are introduced to new foods and traditions celebrated. Children explore other countries through discussions and topic work and participate in an exciting range of activities helping them to recognise and value the differences and similarities between themselves and others. As a result, children's social, moral, spiritual and cultural development is fostered and they thrive during their time in the group.

Children benefit from a superb partnership between practitioners and parents ensuring their individual needs are extremely well met. Excellent links are in place between home and the setting, for example through regular newsletters and the implementation of home link books. Detailed information is obtained from parents at registration to the group and highly effective and flexible settling in arrangements helps to ensure children are extremely confident and feel very secure with practitioners. An excellent transition is in place between the nursery class and the pre-school group. Practitioners run workshops and meetings for parents to inform them about new routines, discuss the curriculum, and promote behaviour management and healthy eating securing the links between home and nursery.

The partnership with parents of children who receive nursery education is outstanding. Children benefit as parents contribute to their learning and practitioners invite parents to be involved in numerous ways. They share skills and expertise within the group and are provided with suggestions of activities to support and extend their child's learning in the home. Parents are fully informed about the curriculum and

are invited to share information about what their child can do and discuss their ongoing progress, helping to acknowledge and value children's achievements. Children's learning is well enhanced because practitioners encourage parents to play a full part in their child's learning.

Organisation

The organisation is good.

Children's care and learning is enhanced by the implementation of the operational plan and an effective key worker system. The group is exceptionally well organised and practitioners are clear about what is expected of them. Excellent systems are in place to induct, monitor and support new staff and students. Qualified and experienced practitioners are secure in their knowledge of child development and ensure the needs of the range of children attending are met. They have a very good understanding of policies and procedures and know how to implement these in practice, which helps to ensure children are safe and their well-being promoted.

Children's progress towards the early learning goals is enhanced by good leadership and management of nursery education. All practitioners work together to plan and evaluate the curriculum, enabling them to identify clear gaps in children's learning and focus their attention on these areas. Management place high priority on monitoring and evaluating teaching and the impact this has on children's learning through a variety of different ways, including peer assessment. Systems to observe, record and monitor children's progress are well developed, which ensures children receive sufficient challenge and are able to achieve their individual potential.

Management recognise the strengths of the group and identify areas in which they need to develop, for example by introducing more technology into children's learning and evaluating the provision for outside play. They place high importance on training, both externally and in-house, and encourage all practitioners to contribute fully to the group successfully promoting positive outcomes for children.

Improvements since the last inspection

At the last Children Act inspection the group were asked to ensure all records and policies remain on the premises, to ensure all procedures for child protection are fully understood by staff and to organise equipment so that children can use it easily.

The office has been re-organised enabling all records and policies to be kept on the premises and available for inspection. Child protection procedures have been reviewed and discussed with all members on the committee and practitioners working in the setting. Additional procedures, such as lost and uncollected children have been developed and management have delivered a training session for all practitioners ensuring they are fully aware of child protection issues and how to follow correct procedures. This contributes to ensuring children are safe and protected from harm. The group have purchased additional equipment, since the last inspection, including child sized tables and chairs, low level shelving units and storage trolleys, enabling children to independently use equipment and access resources freely across the

session.

The previous nursery education inspection recommended that the group ensure all staff have a good understanding of the early learning goals and foundation stage and use observations of children effectively to plan for their next stage of learning. Practitioners have increased their knowledge of the foundation stage curriculum and use information gained from children's assessments to form their planning. This ensures children are provided with effective support and sufficient challenge and are able to achieve their full potential.

Complaints since the last inspection

There are no complaints to report.

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):

- review arrangements for snack time to promote healthy eating across the provision

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):

- increase opportunities for children to use a range of information and communication technology and develop the reading area to encourage children to use books independently

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