

# Bagshot Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	119937
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Bagshot Pre-School is a privately owned group which was established in 1972. It is based in the Bagshot Methodist Church Hall which includes access to a small room which is used for small group work. There are suitable kitchen and toilet facilities and an enclosed outside play area. Children come from the local community of Bagshot in Surrey.

The pre-school operates from 09.10 to 13.10 Monday to Friday during term times only. A maximum of 26 children may attend at any one time. There are currently 45 children from two to four years of age on roll. Of these, 24 children receive nursery education funding. The pre-school welcomes children with learning difficulties/disabilities and those who speak English as an additional language.

A total of seven members of staff work at the pre-school. Of these, five hold appropriate early years qualifications and two are undergoing relevant training. The pre-school has achieved accreditation status with the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are accommodated in clean, well maintained premises. They use furniture, equipment and resources that are checked regularly to ensure mostly good standards of cleanliness overall. Some of the floor mats are in need of cleaning but this has been identified as an area for attention. Mostly positive steps are taken to minimise the potential for the spread of infection, which contributes to the good health of everyone. Children do not attend if they are suffering from illness and they use a fresh, clean flannel each time they need to dry their hands. They wear hats if they are playing in the sand. Staff wear gloves when changing children's nappies. Tables are cleaned frequently throughout the session, although arrangements for ensuring children do not place food directly on the table are not fully effective at all times. Children are learning about the importance of good personal hygiene routines, by washing their hands after using the toilet and before eating. Many older children are independent in their self-care skills whilst staff provide support for those children who need a little help. Most members of the staff team hold a valid first aid certificate, which means they can deal appropriately with minor injuries. Staff respond to accidents in a calm manner which doesn't alarm children. Accident records are maintained with all relevant details.

The pre-school implements a healthy eating policy. Parents are invited to contribute fruit or crackers each week and the owner supplements this with other items. This joint approach enables the pre-school and parents to work together to help children develop healthy eating habits. Children enjoy a plentiful selection of different fruits, cheese and breadsticks and are encouraged to identify the different items available. They have a choice of milk or water at snack time and free access to drinking water throughout the session. Information about children's dietary needs is obtained from parents. Staff take care to ensure that children with allergies are not inadvertently exposed to food items, they should not eat by providing them with their own individual plates of food. Children are able to stay for lunch and bring a packed lunch from home. Both snack and meal times are relaxed and sociable. Children and staff sit together and engage in conversation.

Children enjoy varied opportunities to experience physical activity and engage in exercise. They have free access to the outside play area throughout most parts of the session and thus, benefit from lots of fresh air. Many children choose to spend time playing outside. They manoeuvre wheeled toys and fill moulds with sand and carefully turn these out. They develop control of their bodies and explore different ways of moving through planned dance and movement sessions.

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

The provision is good.

Children's safety, indoors and outside, is assured because staff have a good understanding of their responsibility in this respect. They supervise children carefully and remain vigilant at all times, intervening as necessary to draw children's attention to potentially unsafe practices and possible consequences. For example, they explain to children that they cannot have the climbing frame outside because it is wet and they might slip, and they talk about the need to pick up items left lying on the floor in case somebody trips on these. They use the celebration of a child's birthday and the lighting of candles on the pretend birthday cake as an opportunity to remind children about the dangers of matches and lighters and why they must not touch such

items. Thus, children learn how to keep themselves and others safe. If staff permit children to do something out of the ordinary, clear boundaries are set. For example, they are permitted to take it in turns to stand on a chair to take on the role of conductor during a music session. The children are informed that this is only to ensure everyone can see them easily and that they are not to do it at any other time. A member of staff remains very close by at all times to make sure nobody falls.

The hall where the pre-school meets offers a warm and welcoming environment. It is maintained at a comfortable temperature and is well ventilated. There are lots of posters, photographs of children and the special events they have participated in and examples of their own artwork. Staff set out everything ready for children's arrival, which means they are not left waiting and can quickly involve themselves in play. Good attention is given to ensuring security. All doors are kept locked and staff control access. They make a point of checking who is at the door before allowing admittance. Visitors to the setting are documented. Children become familiar with the procedure they should follow in the event of it being necessary to evacuate the premises because they regularly participate in fire drills. These are currently being conducted more frequently as there are a number of new children attending. Some members of staff have recently completed fire warden training. Risk assessments and daily safety checks are undertaken to identify potential hazards and staff take positive steps to minimise these. This ensures children are able to move around freely and safely and develop confidence in their environment.

Children use suitable furniture and equipment and explore a varied range of age appropriate resources. These are checked regularly to ensure they are safe and ready for children to use.

Children are safeguarded because staff have a secure understanding of child protection issues and the procedure they should follow if they have any concerns. Most members of the staff team have undertaken relevant training in the past and they have easy access to the local authority Safeguarding Children Board procedures. Parents are informed of the pre-school's responsibility with regard to child protection.

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

The provision is good.

Children wait happily outside the pre-school with their parents and carers for the doors to open. Most separate easily from their parents without any difficulty at all. Some newer children, who are a little unsure about staying, are very well supported because staff are sensitive to their needs and the way they are feeling. They are reassuring towards children, provide cuddles and do not insist on them joining in if they are not ready to do so. For example, some younger children are not yet at the stage where they can sit for registration or circle time and staff respect their wishes to continue exploring the toys available to them. This approach helps children begin to feel confident and at ease.

Children have fun as they involve themselves in the different activities on offer. They explore an interesting range of resources that promote learning across all areas of the curriculum. Many items are supplied in plentiful quantities to enable children to develop their ideas fully. For example, the 'no ends' construction toy is popular and some children use this to create a train which they stand in and manoeuvre outside, commenting to a member of staff that they are going to Australia. Staff present different items together so children can explore these independently or use them together. For instance, they provide building bricks alongside the train track and another construction toy. Children use these as they wish and thus, are not restricted and can make links in their learning.

Registration time is well presented. Children are told about the different activities and resources available to them which helps them look forward to their time at the pre-school. They are reminded about the 'choosing table' and the fact they can help themselves to the different items available in the low level shelving units. Older children understand the expectation that they put something away when they have finished playing with it. Some resources are changed halfway through the session to maintain children's interest and present them with items that are fresh and appealing to explore. Children help to set these out.

Children get on well with one another and with the adults caring for them. Good relationships are clearly evident. All children have been allocated a key worker who is responsible for monitoring their achievements and progress.

### Nursery Education

Children make very good progress towards the early learning goals because they are presented with a broad range of stimulating experiences. All members of the staff team work well with children to support their learning, both individually and during small and large group work. They are clear about what they want children to achieve, from the activities they provide and respond positively to children at all times. They use very good questioning techniques to encourage children to think, engage in conversation and volunteer information. Staff make a point of ensuring that they give children a five minute warning that the session is due to change; for example, prior to snack time. This ensures that children have a clear understanding that they need to think about finishing what they are doing. Plans show that over time children participate in a very broad range of activities and practical experiences that have regard for all areas of learning and promote all aspects of child development. Staff maintain very detailed progress records on children's achievements. They are extremely well presented and it is very evident that a great deal of time, care and effort is spent on these. Staff produce individual play plans to identify the next steps in children's learning and use these to inform their future planning.

Children are very sociable and form strong relationships with others. They play harmoniously together and are kind and helpful. They show enthusiasm and interest in the range of activities and resources on offer and remain engrossed in these. Children are developing good levels of independence. For example, they pour out their own drinks at snack time and hand around food. Children engage freely in conversation, they are very keen to talk to staff about their home lives and to share their experiences. Children are developing good awareness of letter sounds as they are introduced to a different letter of the alphabet each week. They are invited to bring in an item from home that links to this and they are then encouraged to stand up in front of the group and talk about the object they have brought in. This is a popular activity and many children contribute items. Sharing books features strongly as part of the pre-school day. Children enjoy listening to stories and are eager to add their thoughts, as staff seek their input and question them effectively about what they are hearing or the pictures they look at. Children recognise their written names. Some members of staff encourage children to attempt to 'write' their names on their pictures, although everyone does not have a fully consistent approach to this. Writing materials are available within the pre-school but children do not always have sufficient opportunity to experiment with writing; for instance as part of role-play.

Children count well as staff take advantage of every opportunity to encourage this. For example, at registration time, they count the number of children present and then, later on as they line up to wash their hands before snack time, they count the number of boys and girls. They use numbers as they are asked about the date and consider what number comes next. They recognise

shapes and colours and explore the concepts of same and different. Children count and explore patterns as they play with unifix. Children enjoy excellent opportunities to use their senses as they explore a wide range of materials such as sand, water, jelly, lentils and ice cubes. Staff add salt to the ice cubes to speed up the melting process and encourage children to talk about what is happening. Children comment on how cold the ice feels and notice that they are dripping water. Children explore different resources to develop their information and communication technology skills and find out about different countries of the world. The role play area is popular and children engage in imaginative play, acting out stories. They enjoy art and craft activities and enjoy painting whilst listening to music. Children have a repertoire of songs and rhymes and are keen to suggest their favourite songs when asked what they would like to sing. Staff respect the fact that many children want the same song and do not restrict them. Children become excited as they play the shakers they have made and investigate ways of making loud and quiet sounds. Everyone is keen to take a turn at being the conductor and staff ensure that all children are able to participate. Children move around indoors and outside with good levels of co-ordination, control and spatial awareness. They manoeuvre wheeled toys around the confined space of outside play area and enjoy a planned activity where they explore different ways of using their bodies, clapping and stamping in time to a beat marked out on a biscuit tin. They use a broad range of different tools, which allows them to develop their hand/eye co-ordination and fine motor skills.

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

The provision is good.

The partnership with parents is good. Children benefit from the strong partnerships with parents that are established. Staff greet parents and carers warmly on arrival and handovers are unhurried. Parents are encouraged to play an active role in the setting. They are invited to come in and help on the parents rota and to share their skills and interests. The views of parents are sought and valued about all aspects of the provision. Staff seek information from parents about children's starting points and they are encouraged to view and contribute to their children's progress records as and when they wish. Parents are able to share in their children's learning in a variety of ways. They are provided with lots of useful information about the pre-school, much of which is very easily accessible to them through the prospectus and other items displayed on the noticeboard. Policies and procedures are available for viewing although the complaints procedure does not include details of the time-scale in which parents can expect a response if they make a written complaint that relates to one of the National Standards. Parents speak very highly indeed of the pre-school and the staff caring for their children.

Children are valued as individuals and treated with equal concern. Staff seek information from parents and carers to ensure they are aware of everything they need to know about the children attending. They take their individual needs into account and plan effectively for the inclusion of all children. They are committed to this and undertake additional training as necessary. They adapt some aspects of the session to better meet the needs of children and ensure that everyone has the same opportunity to achieve at their own level. The setting works in partnership with other professionals to support children.

Children's spiritual, moral, social and cultural development is fostered. Children gain awareness of the wider world in which we live as they have access to a variety of resources that reflect positive images and they are introduced to different festivals throughout the year. Some of these are presented in fun and special ways; for instance children visit a local Chinese restaurant for a meal to celebrate Chinese New Year. They count in French and German as well as English. They have opportunities to explore their local community on outings to the park and the garden.

centre and they have visited the library to celebrate World Book Day. Children show wonder when they find a yellow ladybird in the outside play area. They handle it carefully as they pass it from one to another. Staff show interest in their discovery and suggest they need to put it somewhere safe whilst they go inside as it would not like to come in. Children show care and consideration for others, for example, as they assist others to open items in their lunchboxes and help one another to complete puzzles.

Children behave well overall. They are encouraged to work together, for example, to build models with construction toys. Staff act as excellent role models for positive, co-operative behaviour. They intervene as necessary to guide children and give reasons why they are asking them to behave in particular ways. For instance, when children become a little noisy, they explain that someone might become frightened. Children's self-esteem and confidence is well fostered because staff praise them constantly, using both verbal and non verbal means. Children are encouraged to play an active role within the setting. They understand that when staff begin to play a set piece of music, that this is the signal for tidying away toys in readiness for snack or lunch time; everyone willingly helps to do this.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The physical environment is set out well. Use of time is very good which leads to well paced sessions. Children do not spend too much time sitting and staff adapt some parts of the session, as necessary, to avoid this. For instance, a lot of children bring in objects relating to the letter of the week. There are too many to look at them all at circle time and so, these are shared at different times throughout the session. All members of the staff team are very enthusiastic and clearly enjoy the company of the children they care for. Teamwork is very good and they are all effectively deployed. They work very hard to support children in their development of knowledge and skills and to ensure that their experience at pre-school is very positive. Most members of the staff team are appropriately qualified with the two newest additions to the team having just commenced training. Once they have completed their training, this will mean a full complement of fully qualified staff. The importance of ongoing training and continued professional development is recognised and valued by all. All members of the team regularly attend training. This impacts positively on the experience children receive when they are at the pre-school. Consequently, overall outcomes for children are very good in most areas.

Most required documentation is well maintained and contributes to the efficient management of the provision and the health, safety and welfare of children. A complaints log is available although this has not been updated. However, very comprehensive information is kept about any concerns that parents have expressed and how these have been dealt with. It is evident that concerns are taken seriously.

Leadership and management of nursery education is good. Practice is discussed and reviewed at planning meetings and the owner of the pre-school undertakes observations on her staff. She also monitors children's development records to ensure that these cover all required aspects and are up to date. Help and guidance is offered to support newer members of the staff team.

The registered person is very committed, as indeed are the whole staff team, to the continued improvement of quality care and education for all children attending the provision. They have a proactive, forward thinking approach to this. For example, staff are already developing their

understanding of the Early Years Foundation Stage which will be introduced next year. They are accessing training and are providing information for parents.

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

At the last care inspection the provider was asked to ensure the water jug is covered at all times and to update the complaints procedure in the parents' prospectus to reflect Ofsted's role. Both of these issues have been addressed. Water stays fresh and free from contamination because it is covered which contributes to children's overall good health. The complaints procedure has been updated to include most required elements.

There were no significant weaknesses in respect of the pre-school's last nursery education inspection, but the provider was asked to give consideration to looking at ways to increase children's outside play opportunities and enhancing the programme by using a range of resources to support children's learning.

The safety of the outside play area has been improved and as a result, children now have access to outdoor play most of the time. A free-flow approach means that they can choose whether they play outside and staff use the outside area as an extension of the learning environment by taking different resources outside. Staff set up interest tables from time to time to support topic work and have provided a variety of creative materials and tools in portable units that children can help themselves to when taking part in collage activities or playing with dough.

### **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**

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):

- develop further existing arrangements to ensure consistency of good hygiene routines at snack time
- develop further the written complaints policy to include details of the time scale in which parents can expect to receive a response and update the complaints log.



## **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 children with more opportunities to experiment with writing as part of everyday activities and role-play.

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)