



Barugh Green Pre-school

Inspection report for early years provision

Unique Reference Number	302821
Inspection date	29 June 2005
Inspector	Hilary Mary Mckenning

Setting Address	Village Hall, Barugh Green Road, Barugh Green, BARNSELY, South Yorkshire, S75 1JT
Telephone number	07929 403825
E-mail	
Registered person	Deborah Anne Wright
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?

Barugh Green Pre-school was first registered in 1996. The pre-school is situated in community centre in Barugh Green near Barnsley.

There are currently 43 children on register between two years and five years. This includes 29 children in receipt of nursery education funding. They support children with special educational needs.

The group opens 5 days a week during term time only. Children attend a variety of sessions between 9:15 and 11:45 and 13:00 and 15:30.

There are 4 full time staff and 1 rota parent working with the children, all have recently completed early years qualifications.

The pre-school receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff follow effective procedures and practices which meets children's physical, nutritional and health needs. The good adult support and guidance helps children gain a sound understanding of hygiene and independence in their personal care. Daily routines reinforce good hygiene and act as helpful reminders to encourage children's independence, for example of washing their hands after using the toilet. However, this is not extended to before snacks and mealtimes and does not contribute to maintaining appropriate levels of hygiene.

Arrangements for first aid and the administration of medication meet requirements and protect children. There are clear procedures in place and staff act in the best interest of children when they are ill and protect others from infection.

Children are independent in self-care skills and most have a suitable awareness of healthy practices. They enjoy physical activities although this is not regularly planned into the children's routine therefore limiting the contribution to their physical development and promoting a positive approach to exercise.

Mealtimes are used effectively to maximise opportunities for social development and interaction. The staff ensures that they comply with children's special dietary requirements to ensure children remain healthy. Food and drink are stored and prepared appropriately reducing the risk to children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe secure environment. Risks of accidental injury to children are minimised because staff are vigilant and use risk assessments to reduce potential hazards. The setting has good safety and security precautions such as, security key pad, visitors log book and sounders on external doors. When children are taken on visits they are kept safe as staff comply with and understand clearly all health and safety policies.

Children can move freely and safely around the space available and make independent choices about where and what they wish to engage in. They confidently

select from a good range of age appropriate, good quality play equipment. These are well organised in child height furniture to encourage independent access.

Children are very well protected by staff that have a clear understanding of child protection policies and procedures and give priority to children's welfare. Staff regularly update their training to keep them up to date with legislation and improve their practice. They are aware of their responsibility to protect children in line with Area Child Protection Committee Procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting and arrive happy and eager to participate. Activities are planned to ensure they are developmentally appropriate for each child. Staff provide a suitable balance of activities, allowing for active play and time to relax.

Children become independent as they choose between a variety of toys, books and activities which appeal to all. They enjoy exploring a wide range of activities which contribute to their creativity, such as painting, baking and model making.

The Birth to three matters framework is used to adapt activities such as singing, story telling and mark making to promote younger children's learning. They listen and respond to rhymes, stories and songs with enjoyment. Close and caring relationships increase children's sense of trust and help them develop physical skills to make contact with others.

Nursery Education

The quality of teaching and learning is good. The staff have a sound knowledge of the Foundation Stage and of how children learn. Priority is given to getting to know children and their families well. Children's skills are assessed and staff build on this information to help children achieve. This ensures that the planning is flexible to meet the needs of individual children. Children access an interesting range of resources which support their learning across all areas. They use their imagination and enjoy using puppets to express their views and feelings.

Children are confident speakers and good listeners easily engaging in conversation asking staff to join in with their play and help with aprons. They have access to a variety of books and listen to stories although not all children are fully engaged.

Children gain confidence in using numbers in their play. However, this does not extend to their daily routines. Systems are in place to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

Overall, children make good progress in all areas of learning. This is recorded in photographs displayed throughout the nursery. Children's own work is attractively displayed which promotes their self esteem. Records of children's achievements are shared with parents.

Helping children make a positive contribution

The provision is good.

Staff provide an inclusive provision and treat children with equal concern that values their individuality. Staff ensures that the resources and activities positively reflect the wider community helping children to develop a positive attitude to others. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with special needs are welcomed into the setting and staff work well in partnership with parents and professionals to meet their varying needs. Children are generally well behaved responding to the expectations and sensitive support from staff.

Partnership with parents is positive. Priority is given to getting to know children and their families well. This ensures children are cared for in an environment that is sensitive to their individual needs. All children settle well because staff work closely with the parents to ensure home routines are followed. Parents support and involvement with their child's learning is encouraged. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, safety, development and learning. Parents and staff share daily information about their child's day which positively contributes to children's well-being.

Organisation

The organisation is good.

The setting is well resourced and the organisation of the different play areas encourage children to develop independence and initiative. The indoor space is laid out to maximise play opportunities for children.

Children benefit from the cohesive staff team who are suitably qualified to undertake their role and identified ongoing training to keep them updated. They share a sound knowledge and understanding of child development and an understanding of good early years practice. All policies and procedures are used effectively to promote the welfare, care and learning of children which contributes to their well-being. Planning systems are monitored and adapted to keep children safe and to enable them make good progress in all areas of their development.

Leadership and management of the nursery is positive. The staff team are enthusiastic and clearly committed to self evaluation and improvement of their practice. They share a clear understanding of good early years practice.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection, the provider agreed to make improvements to the safety arrangements and review the child protection policy. Effective safety and security

precautions, such as a sounder, and key pad system is now in place. This reduces potential hazards and ensures children's safety.

Staff have attended training to keep them up to date with legislation and improve their practice. They have a clear understanding of child protection policies and procedures and give priority to children's welfare.

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):

- ensure good hygiene practises are consistently followed to sustain high levels of hygiene which protects children's health
- ensure children regular access activities to develop their gross motor physical skills.

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 opportunities for more able children to practice writing for a purpose within activities
- provide opportunities within every day activities to reinforce mathematical ideas and to promote understanding of numbers.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

