

Beauchief Pre-school

Inspection report for early years provision

Unique Reference Number	300716
Inspection date	23 July 2007
Inspector	Susan Kathleen Wormald
Setting Address	Beauchief Baptist Church Hall, Hutcliffe Wood Road, Sheffield, South Yorkshire, S8 0EY
Telephone number	07974473027 or 01142746930
E-mail	
Registered person	Beauchief 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?

Beauchief Pre-school is a community run pre-school which was registered in 1969. It is accommodated in two rooms in Beauchief Baptist Church Hall in Sheffield.

There are two playrooms and the pre-school has access to toilets, storage space and kitchen facilities. The group has a secure outdoor play area, with grassed and hard surfaces. A maximum of 26 children aged between two and a half and five years may attend the pre-school at any one time. Currently there are 34 children on roll, 27 of whom are in receipt of nursery education. Children attend who have learning difficulties and for whom English is a second language.

The facility opens on Monday, Tuesday, Wednesday and Friday from 09.15 to 11.45 and from 12.30 until 15.00 on Thursday during term time only.

The pre-school is run by a parents forum who employ four staff, three of whom hold appropriate early years qualifications. The pre-school is a member of the Pre-school Learning Alliance and receives support from the inclusion team and an early years teacher, both from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of healthy living and how to look after their bodies. Support and guidance from staff in understanding the importance of good hygiene practice and easily accessible facilities, enable children to move towards independence in attending to their personal care. For example, staff consistently remind children to wipe their noses and provide them with tissues to keep and use themselves. Children stay healthy and are well protected from illness and infection as they are cared for by staff who follow effective hygiene routines.

Children have all year round access to an attractive and interesting outdoor area with mature trees, grassed areas and paving. Here they enjoy a broad range of stimulating opportunities such as looking at spiders' webs and riding their bikes around the paths. This promotes their enjoyment of the outdoor environment. Regular opportunities for active physical play contributes to keeping them fit and well and ensures they make good progress in their physical development. They are learning to use their bodies in various ways and to enjoy moving with control as they manoeuvre wheeled toys and balance on logs. They are developing skills in using a wide range of small equipment and tools. For example, children use scissors, glue spreaders and the computer mouse competently and their hand-eye coordination skills improve through a variety of activities and games such as threading beads and playing tennis and football.

Children are helped to enjoy food and understand why some foods are good for them and others are not. They grow beans and radishes outside and take home spring onions they have grown in pots. Snack time is a pleasant, sociable occasion when children's independence is encouraged as they spread their own toast, pour their own drinks and fetch their cups and plates.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure environment where they are able to play safely and move around freely and by staff who fully understand their role in keeping children safe. Effective procedures are in place, such as completing regular risk assessments and practising well thought through emergency evacuation procedures. This ensures hazards are minimised. Adults are appropriately deployed, ensuring children are always well supervised. Children learn to protect themselves from harm and avoid accidents because staff consistently give clear explanations of safe practice. For example, they learn to avoid accidents when riding their bikes.

Children enjoy a wide range of good quality suitable resources and equipment that are safe. These are well organised, attractively presented, easily accessible enabling children to make independent choices about their play, and stimulate their imagination.

Children's welfare is well safeguarded as staff have a secure understanding of their responsibilities with regard to child protection and are familiar with the signs of abuse. There is a comprehensive child protection policy and clear procedures are in place. Regular access to training ensures that all staff fully understand their roles and responsibilities and the procedures to follow if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure as they are cared for by enthusiastic staff who help them enjoy their time in the setting. Children's emotional well-being is fostered well as their relationships with staff are close, warm and supportive. They are keen to take part in activities, are absorbed and involved and confidently make choices about their play, independently selecting resources from the interesting and varied choice available. Children take part purposefully in solitary pursuits or play cooperatively with their friends, reassured by the presence of familiar staff who take time to get to know them and build trusting relationships. They make good progress in all areas of development because staff are knowledgeable and understand that children learn best when they are interested and engaged. Children receive good levels of support from staff who know when to intervene and involve themselves in children's play and when to allow them the freedom to explore at their own pace.

All children are able to access a wide variety of interesting and stimulating activities, which staff thoughtfully plan and prepare and which encourage them to develop skills and have fun. Children respond enthusiastically to a wide range of creative activities. They love role play, organising a party and pretending to drive a police car. Outside, they take taxis on holiday and go shopping to Sainsbury's. They squeal with delight as they play 'what's the time Mr Wolf?' Staff observe children as they play and record what children do and use this information to monitor children's progress and help plan the next steps in children's learning. This ensures activities are stimulating and achievable and that play and learning experiences for all children are based on children's interests and needs.

Nursery Education

The quality of teaching and learning is good. This ensures children progress well in all areas of development. Children are motivated to learn through well-planned experiences and activities which sustain their interest. Staff find out as much as they can about children's interest from parents and by carefully observing children when they play. They make good use of this information to monitor children's progress, identify gaps in their development and to plan the next steps in their learning. Varied teaching methods are used which include a good balance of focused and freely chosen activities. When appropriate, children are allowed to plan and initiate their own play with staff interacting occasionally to encourage or extend the children's learning. Staff have a secure knowledge of the early learning goals and use this to plan a relevant curriculum which includes all six areas of learning. They have a clear understanding of how children develop as they build on what they know and consolidate their learning. Staff use open-ended questions effectively for example, 'what do you think happens next?' Children are encouraged to think for themselves and to use their imagination.

Children are confident speakers and good listeners, as a result of staff's consistent interest and engagement in their play and conversation. Children use language for a range of purposes. They initiate conversations with each other as they negotiate roles in imaginative play and make plans together and contribute well in groups. They listen to stories, enjoy these and join in. They see a variety of print in the environment and find their names when they arrive. They make their needs known and recall past events at registration. Children are self-assured, take a lead in activities and are persistent and involved. For example, a child spends time on their own carefully selecting resources and making a spider. Staff show a particular awareness of, and sensitivity to, the needs of children learning English as an additional language. However, opportunities to link sounds and letters are limited. Children are developing good counting

skills and are introduced to number operations in focused activities. They explore and compare size and shape and staff make good use of daily routines to introduce mathematical ideas. Children hear mathematical language, 'up and down', as they play with the parachute. They learn to calculate through practical situations as they add the number of boys and girls attending. Children are learning to observe, explore and experiment and to satisfy their curiosity through real experiences as they examine spiders' webs in the garden and watch a film about making ice cream. They all shiver as the ice cream goes into the freezer. They learn new skills as they use the computer, playing a game following the instructions and learn to respect and value all people. Children are able to express their creativity through a wide range of experiences, such as singing, role play and imaginative play, and have ongoing opportunities to explore colour and to express themselves using paint and other materials.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging and feel at ease in the setting, finding their own names, choosing their own resources and making choices about their play. Children's individual needs are met effectively as staff know the children well. Staff work closely with parents, sharing information on a daily basis and ensuring that children's needs are met. Children are valued and staff help children to feel good about themselves by providing positive support, praise and encouragement for their achievements. Staff are proactive in ensuring that children with particular needs have appropriate support and have sought specialist advice and help. They promote an inclusive environment ensuring that all children are able to participate fully in the setting. Children's awareness of diversity and appreciation of the wider world and other cultures is raised through planned activities and topics. This approach fosters children's spiritual, moral, social and cultural development.

Children's behaviour is good as staff provide them with clear and consistent boundaries and explanations. Children are learning to be considerate and thoughtful towards each other. They play cooperatively, take turns on the bikes and wait patiently for their turn to use the computer. They show responsibility as they help clear away. They share resources, are kind and help one another. Staff are calm, polite and respectful and children follow their example.

Partnership with parents and carers is good. Effective settling in procedures ease the transition from home. Staff keep parents very well informed about what their children are doing and learning through every day discussions, good quality information and a photographic record of their activities. Parents receive verbal reports on their children's progress and have the opportunity on open days to meet with staff and discuss their children's achievements on an individual basis. Parents have very positive views about the provision particularly staff's friendliness, their support and advice and information provided about their children's progress.

Organisation

The organisation is good.

Children's needs are met well through effective organisation. Staff use their good knowledge and understanding of child development to create a child friendly environment. This is organised thoughtfully and enables children to make choices about where they play and the activities they wish to pursue, and allows them to develop independence. Adults provide good levels of support enabling all children to feel secure and participate in the activities offered. The staff are deployed well, often working with children in small groups or on a one-to-one basis. This

enables staff to get to know individual children, helps build children's confidence and meets the needs of younger children, helping them to settle.

Children benefit from staff who fully understand their roles and responsibilities through good induction training and regular appraisal. Recruitment procedures are suitably robust ensuring staff are thoroughly vetted and have suitable skills and experience to work with children. All required documentation is in place and there is a comprehensive collection of policies and procedures. These are accessible to parents who also receive information regarding policies in an information booklet, keeping them well informed about the childcare. All records are clear, up-to-date and well maintained, however not all are readily accessible. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the provision is good. Clear aims for children's care and education are shared with staff and parents and work well in practice. There is a strong commitment to improvement. Staff are supported and encouraged to develop their knowledge and understanding through regular meetings, appraisal, good access to further training and working cooperatively with other professionals such as the community teacher and the inclusion team. Ongoing evaluation of the setting is in place and there are effective arrangements to monitor and evaluate children's progress, identify gaps in their learning and act on these findings. There is a responsibility to promote an inclusive environment ensuring that children's individual needs are met well and enabling all children to take an active part in the setting.

Improvements since the last inspection

At the last inspection the provider was asked to develop the use of photographic evidence and to continue to keep updated on new child protection legislation. A digital camera has been purchased and an ongoing photographic record is maintained of children's activities. This is displayed in the entrance for parents to see, ensuring that they are kept well informed of their children's progress and achievements. All staff participate in ongoing child protection training. Child protection procedures are comprehensive and have been reviewed and updated to reflect current requirements. These measures ensure that children's welfare is safeguarded.

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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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 that accessible individual records are kept on the premises containing information about staff's recruitment, training and qualifications

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):

- improve opportunities for children to develop an awareness of sounds in words and to know which letters represent some of the sounds.

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