

Bunnies Pre-School (Overton)

Inspection report for early years provision

Unique Reference Number	309410
Inspection date	04 December 2007
Inspector	Ferroza Saiyed
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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?

Bunnies Pre-School is a committee-run facility and was first established in 1970. The pre-school operates from the Memorial Hall in the village of Overton, near Heysham, Lancashire. Children have use of a large hall, a smaller room, a toilet and a kitchen. There is a secure and enclosed outdoor play area for children to access.

A maximum of 25 children may attend the setting at any one time. The pre-school operates from 08.45 to 11.45 Monday to Friday term times only. There are currently 30 children on roll, including 11 children receiving funding for early education. There are three children for whom English is an additional language. There are no children on roll who have learning difficulties or disabilities.

The committee employs five staff who are qualified in early years, including a manager. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health in the main is promoted very well as the premises are clean and well maintained. There are effective procedures in place to promote children's good health and these are implemented. Children develop good independence and an awareness of personal hygiene as they learn to wash and dry their hands properly. Children's welfare is very well promoted because the staff have attended first aid training and all documentation regarding medical details is fully maintained. Records are made of accidents, which are appropriately shared with parents.

Children enjoy and delight in physical play during outdoor activities. They enjoy practising their skills, with most children being competent, skilful and in control of their bicycles. The children show good control of their movements as they ride their bicycles, stopping, starting and changing direction. However, there are insufficient opportunities for children to access large apparatus to develop their large motor skills. They take great pleasure in moving around in large and small circles during a well-known pre-school rhyme activity. Children move with confidence around the playground and show a good sense of space and bodily awareness. Children know the need to wear their coats; 'it is cold outside', as one child informed the inspector. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill, to increase their hand-eye coordination.

Parents' wishes are fully considered so that children's individual health and dietary needs are met appropriately. Snacks times are relaxed and sociable occasions; children express their preferences and make choices. Children understand the importance of healthy eating and good nutrition as they are involved in talking about milk making you strong and healthy. Children join in the discussion of where milk comes from.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright, well maintained setting which staff make attractive and welcoming. They create an environment by making good use of the available space in a skilled manner; they display children's work and put out an interesting range of toys and equipment each session. This helps to develop children's sense of belonging and interest in learning. The environment is well organised, helping children to move around safely and independently. The range of toys and equipment is suitable for different ages and abilities, meeting children's needs effectively. Resources are well organised in child-height storage units to develop children's independence and enhance their play.

Children are kept safe because the staff have an understanding of safety procedures. Staff take effective measures to ensure children's safety indoors and outdoors. A daily safety check of the premises is carried out to assess potential risks to children of indoor and outdoor activities and equipment, which contributes to children's ongoing safety. Children learn about safe practice because staff give clear explanations about how to keep themselves safe and model good safety practices. For example, not running in the hall and looking where they are going. Children learn to protect themselves in the event of a fire or emergency through regularly practising the emergency evacuation procedure.

Children are well protected because staff understand their role in child protection. Staff have attended specific child protection training and feel fully able to implement appropriate procedures if necessary

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the setting and show a sense of belonging as they greet staff and each other. Close and caring relationships with staff increase children's sense of trust and help them develop a strong sense of self. Children are valued and treated with concern and respect by staff, who have a kind and caring manner. Children are involved and interested in activities throughout the session. They display increasing self-confidence and independence, freely selecting equipment for themselves and taking responsibility for their personal care. Staff support children in conversation and help extend their play experiences through simple questioning. Children behave extremely well and respond appropriately to the requests of staff and their peers. Children are well mannered and courteous to other children and staff. They relate well to each other and socialise well as they build up relationships with other children. They enjoy the company of their peers as they seek others out to play with chosen activities and resources, such as the role-play 'home corner' where they make food for each other. Staff are on hand to support and challenge them, skilfully extending their learning. Children enjoy positive relationships as they play purposefully and approach staff with confidence. They show concern for others. For example, one child stroked the face of another and asked if they were alright. Children begin to distinguish between right and wrong as they learn to take turns and share when using the toys and equipment.

Nursery education

Children persist at their play for long periods and develop their ideas and thinking as they take part in good quality planned activities. They make good progress towards the early learning goals for all six areas of learning. Children confidently practise their writing skills as they access the mark making area to write their own name and draw. They use their developing language skills confidently and enjoy talking to each other and expressing their ideas. They ask 'how', 'what' and 'why' questions of the staff and actively seek information regarding their play. Children enjoy story time and understand that books have meaning and a storyline. Children sit and look at books and pretend to read to each other quietly in the book corner. This promotes their handling of and enjoyment of books. Children are able to count to 10 and beyond. They are developing an understanding of calculation because staff provide opportunities by incorporating these in various activities. They are confident in naming colours and shapes as they readily discuss yellow, brown, triangle, square, big and small during their play.

Children develop a sense of the wider community and a sense of time and place as they learn about different cultures and family lifestyles. They make connections between different parts of life experience, for example, they have a pre-school wedding, where all children are involved in the ceremony. Children delight in using the computer as they operate simple programs and develop their skills in controlling the mouse. Information and Communication Technology is well used to support children's learning. Children take pleasure in physical play during outdoor activities. They have many opportunities to explore paint, glue and other media. For example, children make Christmas decorations, and they make a picture of an owl using textured resources.

Children enjoy and delight in physical play during the session. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill to increase their hand-eye coordination.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as they are welcomed into the setting. They respond to support and encouragement as they participate in all aspects of the session. Staff display genuine care and affection towards the children. Children have a wide selection of resources which reflect diversity and staff are fully aware of how to promote this aspect of learning in their practice. Children are able to experience a positive view of the wider world and increase their understanding of diversity through images and experiences offered to them. For example, children celebrate 'Raksha Bandhan', they taste food from around the world and sing nursery rhymes in French. They are beginning to recognise similarities and differences through first-hand experiences with each other and the wider world in an extremely positive way. Children, therefore, learn about a diverse society. Inclusion is an integral part of the setting's ethos. Clear and effective arrangements are in place to care for children with learning difficulties and disabilities. Staff have attended training and work closely with parents and outside agencies to ensure children receive good support.

Staff set boundaries and guidelines which enable children to take responsibility for their own behaviour, taking into account the age and stage of development of the child. Children learn to manage their behaviour well because staff use positive strategies, such as using praise to reinforce good behaviour, and act as good role models. Children use manners which are actively encouraged by staff at every opportunity, and act courteously towards their peers, adults and visitors. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the good partnership with parents and carers. Children settle well into the setting, supported by the induction arrangements agreed with their parents. Parents are extremely happy with the care and education their children receive and praise the friendliness and pleasantness of the staff caring for their children. Parents are provided with a welcome pack containing information about the setting and the care and activities provided, and they have access to all policies and procedures. Children's activities are shared verbally with parents on collection and opportunities to discuss their child are welcomed by staff. Information about the weekly activities and planned topic for the coming term is contained in the newsletter, which is displayed and also given to parents.

Organisation

The organisation is satisfactory.

Children benefit from an environment and practice that is well organised to meet children's needs. Staff are qualified and experienced and further develop their understanding of childcare issues through attendance at a variety of different training events, predominantly delivered by the local authority. A key worker system has been developed. There is continuity of care and staff have worked alongside each other for many years and they work very well as a team. This continuity of care benefits children, who receive consistent care and educational experiences because staff have a shared understanding of good practice. Most regulatory documentation is in place, however, some documentation lacks detail and does not reflect current legislations and practices. Records are stored safely and securely and promote confidentiality.

The leadership and management are good. There is strong leadership of the setting and staff are clear about their roles and responsibilities. Training is encouraged for all staff, who work well together as a team and support each other in their roles. Activities are evaluated and there is a commitment to continuous improvement and the needs of the children. Staff have a clear understanding of the early learning goals, which leads to well-planned, good quality activities which promote the children's learning. Staff interaction is positive, sensitive and appropriate, and thus fosters the children's self-esteem and self-confidence.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to amend the policy for uncollected children and to review the risk assessment system to include the piano and the glass door.

The policy for uncollected children had been amended; the glass has been made safe and the piano is made inaccessible to children. This has further enhanced the safety of the children.

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.

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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 there are adequate numbers of toileting facilities for children to access
- provide a more organised approach to record keeping and ensure the policies and procedures reflect current legislation and practice to further enhance the organisation of the setting.

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 large scale climbing apparatus to promote children's physical development and skills
- make more effective use of current observation and assessment practice to identify children's starting points and to show more clearly their progress through the stepping stones.

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