

# Bishop Ian Ramsey Pre-School

Inspection report for early years provision

---

**Unique Reference Number** 314061

**Inspection date** 21 September 2007

**Inspector** Judith Ann Hodgson

**Setting Address** Bishop Ian Ramsey C of E School, Manor Road, Consett, County Durham,  
DH8 6QN

**Telephone number** 01207 560235

**E-mail**

**Registered person** The Trustees of Bishop Ian Ramsey 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](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?

Bishop Ian Ramsey Pre-School has been registered since 1999. It operates from premises within Bishop Ian Ramsey C of E (Aided) Primary School, approximately three miles from Consett town centre. The provision is run by The Trustees of Bishop Ian Ramsey Pre-School. The group is currently operating from a portable classroom in the school grounds. Toilet and hand-washing facilities are in the main school building. The group mainly serves the needs of families from the local community although some children come from a wider catchment area.

The facility provides sessional day care from 09:00 to 11:30 and from 12:30 to 15:00 each weekday, during school term-time. A maximum of 15 children may attend the pre-school at any one time. There are currently 22 children aged from three to under five years on roll. All of these children receive funding for nursery education. The setting supports children who have learning difficulties or disabilities. Three regular members of staff work with the children. They are supported by a bank of relief staff and volunteers. The manager has completed a relevant early years qualification, other staff members are working towards recognised qualifications. The setting receives support from the local authority and the Pre School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn good hygiene practices as staff remind them to wash their hands at appropriate times. Children also learn through the staff being good role models. Staff spray and wipe the snack table before children eat and support them to wash their hands carefully, talking to children about why they are doing this. The risk of cross infection to children is minimised by the use of paper towels for hand drying and the setting's effective sick child policy. Children are well protected in the event of an accident as staff have current first aid qualifications, have quick access to a first aid box and permission has been sought to obtain emergency medical care. Routines for administering medicines and recording accidents are robust. Staff keep accurate records and parents are kept fully informed which benefits children through continuity of care.

Staff seek details of the children's dietary needs and preferences before the onset of care which enables them to meet children's individual needs. The setting is very keen to promote healthy eating through encouraging children to make healthy choices at snack times. Children choose from a selection of fruits and vegetables, such as apples, pears, carrots and tomatoes. The manager has identified snack time as an area for development. The staff team are working together to find ways of serving the snack that will foster the children's early independence.

Children develop their physical skills very well. They enjoy walks in the excellent, well resourced woodland where they exercise and have fun. Children's independence is encouraged as they change into suitable exercise clothing before they use the school hall for a planned exercise programme. Children laugh with delight as they listen carefully and follow the excellent lead given by staff during the session. They then explore different ways of moving as they march or tip toe around the room. Children negotiate space very well and learn to control their bodies in different ways.

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

The provision is good.

Children are welcomed into a well organised, child friendly environment. Although the group is currently operating in temporary accommodation, friendly staff, posters on the walls and a range of inviting activities provide a stimulating atmosphere. The layout of the room and the low storage of resources enables the children to access different areas for play. Children make independent play choices as the wide range of good quality toys and activities are attractively stored within easy reach. For example, they choose from the dressing up outfits, construction and art areas or play in the sand or water. Children enjoy many shared experiences because there is sufficient child-height furniture to enable them to sit together comfortably. For example, at snack times, children chat with each other as they sit together to enjoy their food.

Children are cared for in a very safe, secure and well-maintained environment. For example, there are locks on the doors and all visitors are asked to sign in and out, recording the purpose of their visit. Staff carry out thorough risk assessments regularly on all areas of the provision to identify and minimise any risks to the children's safety and they have daily checks before children are admitted. Children are closely supervised when outdoors. Safety measures, such as fire drill practises and fire control equipment reduces potential hazards and keeps children safe.

Children are safeguarded with regard to child protection issues as staff have a good understanding of the signs and symptoms of child abuse. There is a designated child protection co-ordinator who is confident in implementing the procedure and knows who to contact should there be any concerns.

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

The provision is good.

Children enjoy coming to pre-school. The staff work hard to support new parents and children in the separation process, and as a result, children settle quickly. Young children enjoy access to all available activities and resources and they are well included at group times, such as snack time and when exercising to music.

Sessions are well organised, allowing staff to work with younger children on activities, such as matching picture cards, listening to stories or playing in the water. Children are settled and happy as the staff are calm, gentle and loving and obviously enjoy their interaction with the children.

### **Nursery Education**

The quality of teaching and learning is good. All children are happy to attend; they enjoy their time in the stimulating and well resourced environment where there is a good balance of child-initiated activities and staff-led groups. For example, children play independently with dressing up outfits and role play, staff support water play, painting and construction. Children show interest, ask questions and are confident. They concentrate well and readily approach staff to join in their play or read a story. Children make good progress towards the early learning goals as staff have a sound understanding of the Foundation Stage curriculum. Staff also have very good knowledge of individual children's attainments. They take time to get to know the children before implementing plans to challenge their thinking and take them forward. Good, skilful questioning is evident throughout the sessions where staff use their knowledge of individual children to challenge and extend their learning within the daily routine.

Although the information recorded in children's individual progress files is limited, children make good progress as the staff plan assessments and observe the children. These observations and assessments are recorded and are used to plan challenging activities for small groups and individuals. A good balance of child-initiated activities and focused activities, where learning outcomes are identified, enables learning to be stimulating and interesting. Children are engaged in learning, motivated by a skilled staff team who understand the need to make learning fun.

Children show good levels of concentration when making dough models or when playing a card game. Children are gaining independence as they dress for physical education and put on their coats to cross the school yard. Children have good relationships with each other, fostered by staff through encouraging them to share and take turns. Discussion with children to allow them to make choices and understand the feelings of others consolidates these relationships. For example, when choosing musical instruments and when sharing toys, children are invited to consider the wishes of others as they make decisions. Children enjoy listening to stories both individually and in small groups. Children freely choose books as they are attractively displayed. Children have good opportunities to recognise their own name or that of their friends as they self-register at the beginning of the session. Children learn initial sounds as staff encourage them to look carefully at their name card and listen to their names. Early writing is encouraged as children begin to write their names on their paintings. Language and thinking skills are

extended as the staff ask the children questions about their activities and routines. For example, when sharing a nursery rhyme book, children are asked to think of words to rhyme with 'hen', which they do with pleasure.

Children's mathematical development is encouraged as they learn about numbers and counting in the daily routine. They are encouraged to count the number of items in the shopping basket when reading 'The shopping basket' together and they identify different sizes when making dough shapes and models. They learn the language of position and shape as they talk about their play and are encouraged to think about estimating as they guess how many jugs of water they will use to fill a container. Planned activities offer a range of practical experiences to enable the children to develop their knowledge and understanding of the world. They explore the texture of dough, sand and water. Children are gaining a good awareness of technology as they competently use the mouse to catch a spider on the computer. Children use dough with tools, construct with large and small bricks, thread beads, and manipulate small jigsaw pieces, pencils and paint brushes to develop fine motor skills.

Children enjoy opportunities to enhance their creative development as they paint and draw. They have opportunities to develop their musical ability as they sing together and perform for each other with the musical instruments outside. Children engage in imaginative and role play, using the good quality resources provided. Staff support this by being involved in their games and reinforcing their ideas. For example, when playing in the role play area cooking a meal, children pretend that staff members are shopkeepers when they run out of ingredients. The children respond with delight when staff pretend to give them food, showing their enjoyment with beaming smiles. Children have fun and enjoy being at the nursery and they are able to name their favourite activities.

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

The provision is good.

All children are welcomed and included within the setting. Children's individual personalities and needs are well known and respected. Children feel a sense of belonging as the staff work with parents to identify needs, routines and preferences. Children play an active part in the provision, making choices about activities and helping to tidy away resources. Children have access to a good range of resources and planned activities to help them gain an awareness of diversity. They are confident as they are praised for their achievements; staff listen to the children's comments and respond appropriately. Staff seek to provide an inclusive environment for all children and are experienced in sensitively meeting children's additional needs which they do by working in close partnership with parents and other professionals. Children know that they are all valued and included, and are very well behaved. They are polite and listen carefully to each other, they take turns and freely share their playthings. Parents comment on the friendly welcome they receive from staff and that their children are happy here. Children's spiritual, moral, social and emotional development is fostered.

The partnership with parents and carers is good. Children benefit from the staff's friendly relationship with parents. Parents are provided with written information about the setting, the early years curriculum and the group's policies and procedures, prior to a child starting the group. They are kept up to date through newsletters and informal discussion with staff at either the beginning or end of the session. Children's progress is recorded in individual files and these are shared with parents on request. Children benefit as parents are asked to contribute to their children's initial assessments to establish a starting point for learning. They have good opportunities, both planned and informal, to discuss and review children's educational records

and written progress reports are given at the end of the year. Parents have very positive comments about the good atmosphere and friendliness of staff.

## **Organisation**

The organisation is good.

The setting is operating in temporary accommodation. The environment is well organised and good use is made of the available space. The staff work well together and demonstrate enthusiasm for creating a safe and secure learning environment that stimulates children. They implement routines to give children a broad range of experiences. The children benefit as the staff consistently interact with them. Sensitive support and encouragement helps children feel secure and confident. All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely. Policies and procedures are clear and comprehensive. However, the complaints policy contains incorrect details of the regulator so parents may not have all the information they need.

Leadership and management of the nursery education is good. There is a strong commitment by the manager to develop the provision to promote learning in all areas. The staff support this and are skilled in their roles, having a good knowledge of the Foundation Stage. The staff work well as a team and plan the educational provision through discussion, evaluating the activities that they provide. There are no formal staff appraisals or regular, minuted staff meetings. However, training and development needs are identified by the staff team through discussion and training undertaken to improve the quality of care and education. The group is aware of their strengths and areas for development and work hard to improve. They welcome support from the local authority advisory staff to aid the development of the provision.

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 was asked to maintain staff records on the premises and to ensure there was at least one member of staff with a current first aid certificate. Staff details are available on the premises and two members of staff have current and relevant first aid qualifications which means that children are protected in the event of an emergency.

## **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):

- continue to develop arrangements to increase children's independence at snack times
- include the correct details of the regulator in the complaints procedure.

### **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):

- develop children's individual files to include observations, information on achievements and the next steps in learning
- develop more formalised staff meetings and appraisals (also applies to childcare).

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)