

Bassingham Pre-School

Inspection report for early years provision

Unique Reference Number 253561

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Inspector Gill Ogden

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Registered person The Trustees of Bassingham Pre School

Type of inspection Integrated

Type of care 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.

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?

Bassingham Pre-school has been registered since 1967 and is run by a volunteer parent committee. The group is located in the village hall which adjoins the primary school. It uses part of the school hall as well as the small village hall room and amenities. The outdoor play areas are shared by the group and the school. The pre-school is open each weekday morning from 09:15 to 11:45 and also every afternoon except Wednesday from 12:50 to 15:15 during school term time. Children attend for a variety of sessions.

There are currently 49 children aged between two and five years on roll. This includes 30 children who receive funding for early education. The group supports children with learning difficulties and/or disabilities and those who are bi-lingual.

There are five core staff who work with the children. All, except one who is currently on training, hold an appropriate early years qualification. The pre-school has close links with the school and the local community.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Close attention is paid to children's health needs. Thorough cleaning routines ensure children are cared for in a hygienic environment. Children develop good personal hygiene habits by, for example, following consistent routines for hand washing. They talk about having 'nice, clean water' to wash their hands and know that they need to wash their hands to get rid of germs. Clear information is given to parents regarding illnesses that will prevent children attending the group in order to minimise cross-infection. If children are taken ill or are distressed during session time, staff comfort them well and ensure parents are informed appropriately so they can be taken home. Adequate quiet space is provided for any children who need to rest during the day. Children get plenty of fresh air and exercise because they use the outdoor play area each day. They are able to run around freely and enjoy gardening. Activities such as obstacle courses and moving to music enable them to develop their body strength and co-ordination by, for example, crawling, balancing, throwing, stretching and bending.

Children are well nourished. They have free access to drinking water throughout the sessions. Snack choices include fruit, toast and milk. Children are able to take advantage of cooked lunches provided by the school or bring their own packed meal. They join the school children for lunch in the hall which joins the two provisions. Any special dietary needs are well noted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in safe and secure premises. The building is well maintained and effective systems are in place for the handover of children between parents and staff. Every effort is made, within the constrictions imposed by the landlord, to create a warm and welcoming environment for parents and children. The outdoor area is secure and safety issues are always in mind as it is gradually being developed further. Thorough risk assessments are carried out on a daily basis as well as for the longer term. All the necessary safety equipment is in place. Children learn to keep themselves safe through being prompted about safe procedures and by being involved in deciding on the group rules such as not running around indoors. They know how to evacuate the building because, as well as taking part in regular fire drills, they have a week which focuses on fire safety, when they practise drills daily. Toys and equipment are checked regularly for their suitability.

Children are further protected because staff have a solid understanding of their child protection responsibilities and ensure parents are made aware of these. Staff are keen to update their training in this area which will help them to review and update the policy and ensure procedures are clarified in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the group. Staff ensure new starters and the youngest children are well supported to understand the group's routines so they quickly become familiar with what is happening. Expectations of younger children's abilities are realistic whilst still being challenging enough. Children are made to feel part of the group by, for example, having their home experiences and interests recognised through discussions and by offering them the

'special cushion' to sit on because it is their first day. By choosing action songs staff help those children who may not know or remember the words to take part. All children are given plenty of opportunities to revisit activities so that they are satisfied. The 'Birth to three matters' framework is used to reflect on the provision for the younger children.

Nursery Education

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage and how children learn. As a result they plan a wide range of practical activities that relate to children's interests and which cover all the learning areas. Staff observe children regularly and use these observations to assess their achievements against the stepping stones. However, these assessments are not yet used fully to inform planning for individual children's next steps. The manager has acquired copies of the incoming Early Years Foundation Stage document for all the staff and has started to work on preparing for its implementation. Staff use an effective range of teaching methods to help the children learn and are especially good at relating things to children's own life experiences so they will understand better. They ensure that children who have additional needs are included well. The environment is generally well organised and good use is made of the outdoor area. An excellent range of toys and play resources enhances the experiences children have.

Children are interested and well motivated to learn. They sit well at circle time and listen to staff and each other carefully. They confidently contribute to discussions, for example, by showing what they have brought from home and talking about it. They are encouraged to help and care for each other and do so willingly. Children thoroughly enjoy stories, contributing to those that they know well. They express their thoughts verbally and creatively, are enthused about language through singing songs with lots of rhyming words and are introduced to new vocabulary naturally such as 'condensation' when talking about the weather. They build up their writing skills by, for example, having lots of opportunities to use brushes and pencils and freely access all the resources they need to mark make. Children count enthusiastically using their fingers and use mathematical language related to size and quantity. Play situations such as shopping allow them to think about using money and how much things cost. They gradually begin to understand opposites such as high and low and fast and slow. Children enjoy baking and gardening which helps them understand about change and growth and they are introduced to scientific concepts such as sinking and floating. They are able to programme toys and enjoy using computers. They are excited about the natural world especially when, for example, they find a frog in the garden and are able to observe and stroke it and they use magnifying glasses to look at worms and insects. Children are exposed to all kinds of media which encourages them to think and comment on, for example, how things feel. They freely play with musical instruments and naturally join up to create rhythms and sounds together.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children and their families are made welcome in the group. Children's individual needs are met well because plenty of information is gathered from parents when children first start to attend and this is built on by staff's ongoing observations and discussions with parents. Staff prepare well in advance for the attendance of children who may have additional needs and develop effective relationships with parents and other agencies to ensure their ongoing needs are met. Children's own cultures are reinforced well through activities such as celebrating festivals, taking part in national fund raising events, visits in the local community and recognising all their languages. They are

encouraged to develop respect for all members of society by using relevant resources as part of their everyday play. The wider world is introduced to them through topics and activities that, for example, explore differing cultures through festivals such as Ramadan and Diwali. Children behave well because staff act as good role models, give them lots of praise and ensure they are kept occupied and interested.

The partnership with parents and carers is good. Parents are fully involved in all aspects of the group to whatever extent they wish. They speak very positively about how they are welcomed and supported by the group and how much their children 'come on' whilst they are there. They receive useful written information when their children first start to attend including what and how their children will be learning when they start on the Foundation stage curriculum. A further range of information is clearly set out at each session where it can be easily accessed by parents and which they can borrow if they wish. As soon as children start to receive nursery education, parents are kept up-to-date with their learning by frequent activity ideas being sent home for them to become involved in with their child. Written reports and formal parents' evenings also contribute to their ongoing involvement in their children's achievement as well as chats with staff, especially key workers.

Organisation

The organisation is good.

The leadership and management is good. Staff and committee work very effectively together in the children's best interests. Robust systems are in place regarding the employment of staff with regular appraisals identifying staff's strengths and weaknesses and indicating priority training needs. Staff are well supported to take up qualification training and to attend any training workshops. The manager has almost finished a degree and is interested in achieving Early Years Professional Status. Also the committee endeavour to provide any resources that are identified by staff as being needed. The staff work very well together as a team and they each have a specialist role for certain curriculum areas. Additionally, close work with the school's reception class teacher on planning, ensures that children's transition to school is as seamless as possible. Staff and committee work closely together on new initiatives such as the recent establishment of the new outdoor area and ongoing plans for the group to have its own premises in the school grounds.

Preparation for daily sessions is well thought through. The environment has to be set up each day for the children and to make this easier the storage of furniture and play resources is reviewed each week to ensure that those needed for the following week are moved from a large shed to a smaller one which is nearer the premises. Staff deploy themselves efficiently at each session to ensure it runs smoothly. Regular staff and committee meetings support the competent running of the group. All the necessary records are kept accurately and most policies and procedures are up-to-date. Overall, children's needs are met.

Improvements since the last inspection

As a result of recommendations made at the last care and education inspections steps have been taken to improve the overall provision for children's welfare and education. The temperature of the hot water is no longer a danger to children and there is written permission from parents for staff to seek emergency medical treatment. Accurate times of children's arrival and departure are now recorded so there is no doubt as to who is in the building at any one time. The committee are very clear on their roles and responsibilities, for example, the chairperson has a handbook about her role. Children are able to express themselves freely and

creatively at every session and staff have every opportunity to increase their knowledge and skills to effectively deliver and monitor the curriculum.

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):

- review and update the child protection policy and ensure a procedure is included to be followed in the event of an allegation being made against a member of staff.

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):

- use the results of assessments to plan more formally for individual children's next steps.

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