

# Langwith Bassett Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206806
<b>Inspection date</b>	14 December 2007
<b>Inspector</b>	Jasmin Myles-Wilson
<b>Setting Address</b>	Langwith Bassett Primary School, Bassett Hill, Upper Langwith, Mansfield, Nottinghamshire, NG20 9RD
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<b>Registered person</b>	The Trustees of Langwith Bassett Pre - School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Langwith Bassett Pre-School opened in 1996 and is committee run. It operates from rooms within Langwith Bassett Primary School in Upper Langwith, Mansfield. Children have access to the pre-school room with adjacent outdoor play area. Children attend from the Langwith area and surrounding villages.

The setting is registered for 16 children aged between two and five years old, accepting children from the age of two and a half years. There are currently 14 children on roll, nine of whom are nursery funded children. The setting supports children with learning difficulties and disabilities. The setting is open five days a week from 12:30 to 15:00 Monday to Friday, during school term times.

The setting employs three members of staff. Of these, two hold appropriate early years qualifications. The teaching method used is the Foundation Stage curriculum and they also incorporate the 'Birth to three matters' framework. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a suitably clean environment where their risk of infection is minimised because staff mostly follow current hygiene guidelines and appropriate policies and procedures, such as, cleaning tables before and after snacks. However, the toilet area is not sufficiently checked and cleaned before use by children to fully promote their welfare. Children begin to learn to keep themselves healthy and sometimes follow routines which reinforce a healthy lifestyle. For example, children wash their hands after using the toilet or before snacks. Many children do not wash their hands when returning from playing outside, including when they have muddy hands. This does not fully support children's understanding of the need for good hygiene to promote their health. Children receive appropriate care and treatment in the event of an accident. There are sufficient staff trained in first aid and they have access to suitably stocked first aid kits. Staff are effectively deployed to ensure at least one person with a first aid qualification is present at all sessions.

Children have free access to fresh drinking water and regular other drinks to ensure they are not thirsty. They enjoy their snacks and these are planned to meet their individual dietary needs. Children begin to learn about healthy options and are willing to try new foods. Older children understand the need for a balanced diet and why, for example, they should have fruit and vegetables. Children enjoy regular opportunities for outdoor play to develop general physical skills and they learn about the need for fresh air and exercise to help keep them healthy. They access a suitable range of equipment, such as bikes and pedal cars which help develop their coordination. Children in receipt of funding for early education access a suitable range of physical developmental activities. They enjoy moving their bodies in a variety of ways during outside play such as running and walking, climbing or balancing on the 'pencils' in the new garden area. Whilst the children enjoy these opportunities for exercise and fresh air there is insufficient challenge to enable children to maximise their progress in this area.

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

The provision is inadequate.

Children are cared for in a bright and welcoming environment, however, the premises are not secure and children cannot move safely inside or outside. Positive steps are not taken to minimise the risk to children because staff do not identify potential hazards. For example, broken catches on kitchen cupboards and drawers means children are able to access hazardous chemicals and sharp knives. Suitable risk assessments are not carried out. The garden area is not sufficiently checked before children go out to play and glass left behind from building work means children are at risk of cutting or injuring themselves. Children use suitable and safe toys and equipment that are appropriate for their stage of development. These are organised for children to access safely and independently.

Children are not kept safe in the event of a fire because regular practices are not carried out in the pre-school. The last practice was over a year ago meaning children currently attending do not understand how to evacuate the premises quickly in the event of an emergency. Children are beginning to learn how to stay safe in some circumstances through explanation from staff, such as why they should be careful when using scissors or through taking part in activities including watching a programme about road safety. They are not kept safe in the event of child

protection concerns. When concerns are identified staff are not sufficiently confident of their responsibilities or the procedures to follow in order to ensure children are protected.

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

The provision is satisfactory.

Children of all ages are usually contented and settled within the nursery. Children are confident in moving freely around the play areas both indoors and in the outdoor play area. Older children are relaxed in their dealings with others and form good relationships with their peers and staff. They invite others to join in their play and freely talk to staff, particularly during snack times. Children are happy and content and are purposefully occupied. They enjoy playing with construction toys, building spiders, freely describing the colours and how many legs the spider has and happily begin to sing 'Incy Wincy Spider'. They show care and concern for others, for example, as a child makes a loud trumpeting noise pretending to be an elephant he is concerned that he has frightened a little girl and asks if she is alright. Children have consistent routines within the setting and they are beginning to learn what is expected of them, such as coming together for register time or snacks. Staff have a suitable understanding of the 'Birth to three matters' framework and are beginning to use this in their practice, however, planning for children's next steps is at an early stage and younger children's development files are not regularly updated.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff work well together to create a welcoming and supporting environment, therefore, children are settled and show a suitable degree of independence within the setting. Children with learning difficulties and disabilities are supported appropriately to make progress in their development. Staff have sound knowledge and understanding of the Foundation Stage and plan activities which cover the six areas of learning. They observe what children do so they are clear of children's capabilities and plan a suitable range of activities. However, the planning of activities does not effectively link to children's next steps and opportunities for children to have free choice and access areas of learning outside is not consistent. Staff listen to children when they talk giving them opportunity to express themselves and develop their thoughts and ideas. For example, as a story is being read about visiting the dentist children share that they think the boy is scared of the dentist.

Children are included in decision making which promotes their feeling of being valued and promotes a sense of belonging. For example, children explain what they would like to do in the outdoor area when given a variety of suitable choices by staff. All staff use open-ended questioning techniques to encourage children to think and children respond appropriately. Children are competent speakers when conversing with their peers or adults. For example, they talk to adults about their community and family members, explain what they are making or recall what they did yesterday. They have real life experiences and begin to develop an understanding of how to be caring towards others and animals through visits from parents and pet owners.

Children show a sense of belonging as they identify 'their picture' when they arrive at the setting. They engage in activities showing concentration in small group, large group or sole activities, for example, they are creative as they make individuals cards for their parents or they together play in the glitter tray making various shapes and mark-making, concentrating for at least 15 minutes. They use their senses through exploring music and playing with different materials, such as glitter or water. Children have a positive approach to new experiences, such

as tasting different food and fruit from other cultures. Most children take responsibility for their own self-care as they put on their coats and attempt to fasten them. They are generally well behaved, co-operative and know what is expected of them, for example, they verbalise their knowledge of behaving in a sensible manner when they go out to play.

Children show interest in numbers and most of them can count up to 10 without support, while others can count beyond 10 and correctly count at least five objects in order. They develop knowledge and become familiar with numbers in numeral form and can recognise simple shapes, such as a circle or square. Children are beginning to use positional language when communicating and can differentiate between sizes and colours of objects. For example, they know that melons and lemons are the same colour and that melons are bigger than lemons. Older children can distinguish between light and dark shades of the same colour, for example, they show the inspector two blue toy pieces and correctly state which one is the lightest.

Children use their imagination to construct and create models, however, they do not have consistent opportunities to re-enact role play. Children show an interest in operating equipment such as a calculator or a computer mouse. They use simple tools reasonably well, for example, they correctly hold a magnifying glass to look at insects. Children's hand and eye co-ordination is developing and also their skill of using one handed tools such as scissors and pencils. Older children correctly write the first letter that their name begins with and the majority of children can link sounds to letters. However, there are inconsistent opportunities for children to experiment with drawing and writing. Children show interest in having stories read to them and become familiar with printed words as they look at books themselves.

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

The provision is satisfactory.

Children are suitably welcomed into the setting. Staff know the children well and are aware of their individual care needs. Children follow established daily routines, such as sitting together for snack, and begin to understand how to act in group activities. Children with learning difficulties and/or disabilities receive appropriate support as staff have undertaken relevant training. Children's care needs are suitably supported through parents' access to a prospectus and copies of the setting's policies and procedures. However, the complaints policy and procedure does not have all required details to ensure they are fully aware of this aspect.

Children behave well and their good behaviour is suitably promoted. They are encouraged to share resources and take turns, and are learning to take responsibility for their own actions as they are reminded to use 'kind hands'. Children enjoy some opportunities to develop their understanding of the wider world. For example, through jigsaws of other cultures. They access an appropriate range of resources to develop this, including a selection of role-play resources such as chopsticks and a Balti pan. Children begin to develop knowledge of their community and appreciate diversity in the world as they visit the local fire station and talk to fire fighters or share information about their holidays which includes other cultures. The children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers of children in receipt of early education funding is good. Staff work closely with parents to ensure success in meeting children's individual educational needs effectively. The good interaction between them provides a forum so that information is easily exchanged, therefore, providing continuity of care for children. Parents are kept well informed in a variety of ways, regarding their children and what is happening within the provision, such as informal chats and notice board information. They have positive views

regarding the service of the setting and are included in extending children's learning. Children's individual development files are available for parents to see how they are progressing.

## **Organisation**

The organisation is inadequate.

Children receive suitable levels of support and supervision to help them feel settled and confident in the setting. Each child has a key worker enabling them to build secure relationships. Children in the pre-school sessions are able to move freely in the setting and access sufficient play materials because staff organise space and resources appropriately. They benefit through staff regularly accessing training to enable them to improve the care offered. Children receive appropriate care from new staff because suitable induction procedures are in place. Whilst children and staff registers are in place these are not accurately completed to show the actual times of children's arrival and departures or a clear record of the names of the persons who looked after them. This is a breach of regulations.

Leadership and management is satisfactory. The manager has a 'hands-on' approach which enables her to give staff appropriate support. She values staff's input and has weekly team meetings and ongoing conversations to ensure information is passed on. Staff work together as a team to provide children with a caring and happy environment. However, recommendations and actions from the last care and education inspection have not been fully addressed. Staff have suitable knowledge of nursery education and receive good support from other professional workers, such as the early years worker, to help them to provide a system which encourages children to progress in their development. Both the manager and staff evaluate activities and assess children's development which informs them of children's next steps. However, planning is not effectively linked to children's next steps and their developmental files are not up-to-date. This means children's progress is not maximised.

Overall, the provision does not meet the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection two actions were raised for immediate attention. The first was to ensure that children are unable to leave the premises unsupervised. Whilst the setting has fitted a lock to the pre-school door they have failed to take sufficient positive steps and children are still able to leave the premises unsupervised and unauthorised persons can gain access. This does not ensure children's safety and has been carried forward for immediate action.

The second was to ensure the child protection procedure complies with the local Area Child Protection Committee procedures and includes information regarding informing Ofsted. The setting has not taken sufficient steps to address this and the policy and procedures do not cover the criteria as laid out in the National Standards. This does not ensure children's welfare or safety in the event of child protection concerns, including in the event of allegations against staff and the setting are required to ensure this is now fully addressed.

At the last care inspection the setting was also recommended to develop written records of medicines administered to children and ensure these are signed by parents. The setting have taken the necessary steps and records now meet regulations, promoting children's welfare in the event of them requiring medication.

At the last early education inspection recommendations were made to develop age-appropriate challenges to enable children to consolidate their learning; that evaluation is made of the provision; review the availability of resources to support and extend children's learning. It was also recommended that opportunities for children to consolidate their reading, writing and mark-making skills across a range of independent activities were developed.

Children now have age-appropriate resources that support, provide challenges and extend their learning. The environment is organised so that children can easily access resources from low-level drawers. There has been some development made with regards to opportunities for children to read, write and develop mark-making skills, however, children cannot independently access paper for this purpose.

### **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 complaint 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- demonstrate how positive steps are taken to promote safety with particular reference to practising a fire evacuation plan, security of the premises and ensuring all hazards are identified and steps taken to minimise the risks to children
- ensure the child protection policy contains all required details, including procedures to be followed in the event of allegations against staff and demonstrate how staff have sufficient knowledge and understanding of their roles and responsibilities
- ensure policies, procedures and record keeping, to promote the safety and welfare of the children are in place and meet requirements with particular reference to registers, the complaints record and the behaviour policy.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### **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 the processes for observing and recording children's development and progress ensuring this links effectively with planning and includes activities for individual children's next steps
- provide more free choice and purposeful activities to cover all areas of learning with particular reference to role play, mark-making and outdoor provision.

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)