

Great Bowden Pre-School

Inspection report for early years provision

Unique Reference Number	226404
Inspection date	01 November 2007
Inspector	Anne Archer
Setting Address	Church Hall, Dingley Road, Great Bowden, Market Harborough, Leicestershire, LE16 7ET
Telephone number	0779 0470411
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Registered person	The Trustees of Great Bowden 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?

Great Bowden Pre-school opened in 1984. It operates from the church hall in the village of Great Bowden, Market Harborough, Leicestershire. The pre-school serves the local community and surrounding areas. A maximum of 26 children may attend the pre-school at any one time. The pre-school is currently open each weekday from 09:15 to 11:45 and Monday, Tuesday and Thursday from 12:45 to 15:15 during school term times. From January 2008 the pre-school proposes to offer sessional care each morning and full day care on Monday, Tuesday and Thursday from 09:00 to 15:00.

There are currently 69 children aged from two to under five years on roll. This includes 35 funded three-year-olds and 13 funded four-year-olds. Children attend a variety of sessions. Staff are able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

Two joint managers and four part-time staff work with the children. The managers and two staff hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted by the hygiene routines adopted by staff such as wiping down tables before snacks. Children are encouraged to learn about and adopt simple personal hygiene routines such as washing their hands with soap and water after using the toilet and wiping their noses appropriately with tissues. However, before choosing and eating their snack, children share a bowl of water to rinse their hands. This practice may lead to cross-infection and therefore put at risk children's general health. Staff attend paediatric first aid training at regular intervals to ensure they remain confident to administer first aid in the event of an accident. Records are clearly maintained and signed by parents. There are effective procedures for when a child becomes unwell and parents provide written consent for staff to seek medical advice or treatment in the event of an emergency.

Children develop physical skills as they take part in daily indoor and outdoor activities including music and movement, walks, ball games and practices on pedal cycles. They also enjoy climbing and balancing on the climbing frame. Children have daily opportunities to use different tools to develop their manipulative skills. Children are well nourished and have opportunities to learn about healthy eating as staff provide them with regular drinks and nutritious snacks, including fresh fruit, which comply with their dietary and religious requirements. Children are competent at pouring their own drinks, selecting a snack and finding themselves a seat at the table with friends. Drinking water is available throughout the session for children to help themselves to when they feel thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and well cared for in premises that staff work hard to keep safe, secure and suitable for their purpose. Staff ensure the environment allows children access to a broad range of activities to promote their development and learning while they remain safe. Children use a wide range of equipment that is suitable and safe because the pre-school management provides furniture, equipment and toys that are appropriate for their purpose and the children's stage of development. They are clean, well maintained and conform to safety standards.

Children's safety is successfully maintained because the managers take steps to promote safety within the pre-school and on outings. There are good staff to child ratios, there is always a member of staff on duty who has a current first aid certificate and parental consent is sought before children are taken on outings. Risk assessments of the premises and outdoor play area highlight potential risks and swift action is taken to minimise them until the people responsible for the premises are able to make a permanent repair. Daily visual checks ensure that safety measures are maintained. An emergency escape plan is practised each term ensuring both staff and children are familiar with the routine. Lost and uncollected child procedures are in place to ensure any situations are dealt with quickly and calmly.

Children learn to keep themselves safe because staff encourage them to consider personal safety issues within the pre-school and elsewhere. For instance, children are reminded not to throw sand in case it gets into someone's eyes and makes them feel sore and before outings children are reminded about road safety. Children's wellbeing is safeguarded by staff's

understanding of their responsibilities in relation to child protection recording and referral procedures and the pre-school's own procedures include all relevant details.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well at the pre-school. Children and their parents or carers are warmly welcomed by staff. Staff make the environment as attractive as the restrictions of using rented premises allows. Children gain confidence through routines and the relationships they develop with the managers and staff and with the other children. Children develop independence as they express their ideas during play using a range of resources and toys that capture their interest. For instance, children enjoyed making breakfast in the home corner.

Children under three follow the same curriculum as the older children who are funded for nursery education although assessments of their development are made using the 'Birth to three matters' framework rather than the Foundation Stage curriculum guidance. Staff provide appropriate support to enable the younger children to take part in all their chosen activities.

Nursery Education

The children are happy, clearly enjoy coming to pre-school and show a positive attitude to learning. They are confident and play well alone or in groups. Children behave well and show awareness of the pre-school rules and boundaries. They are involved, motivated and engage in a broad range of developmentally appropriate activities both indoors and outside. They are keen to offer their ideas and respond well to new activities when they are introduced to them.

The quality of teaching and learning is good. Children are becoming confident learners and access activities independently. Staff's knowledge and understanding of the early learning goals is good and the challenges set for children are appropriate. However, planning does not yet fully take account of individual children's learning needs and interests which are collated from the regular observations and assessments made by staff and from consultations with parents. Staff are skilled at presenting activities to children in a way that appeals to them and they offer encouragement and support to enable them to complete their chosen activity. Children with learning difficulties and/or disabilities are well supported and contacts have been established with other professionals to promote this.

Children have opportunities to use their imagination as they participate in role play often based on first hand experiences. For instance, a group of children use a role play area to travel by train to London on their way to Australia, buying chocolate on the way. There is a ticket seller and collector, several children take turns at being the driver and there were a number of passengers who get on and off the train as the journey progresses. Children's creative development is further enhanced through daily sessions of music and movement. For instance, when children move freely to sounds of the sea, when they form a band, each playing their own choice of instrument or when they create their own dance routine.

Children feel confident to speak in a large group and enjoy listening to and joining in with favourite stories such as 'The Train Ride'. They also enjoy looking at books alone and in small groups and one child reads the pictures of a story to a friend. They have access to a range of writing materials at each session and are learning that mark-making or writing can be used for a variety of purposes. For instance when making a shopping list of items needed from the supermarket for breakfast and when writing out train tickets.

Children develop mathematical understanding through practical experiences and during routines. For example, two children approach the snack table which has three of the four chairs already taken. They quickly work out that if they want to sit together they will have to wait. Staff ask children questions about the shape of items or toys they are playing with such as the triangular pizza. They learn about quantity and measure as they pour their own drinks and as they collect leaves in the outdoor play area. Children develop knowledge and understanding of the world as they participate in activities relating to their local environment. For example, while on walks in the village or when they find insects in the playground. They develop an awareness of information and communication technology as they play with the cash register or mobile phone and use the computer. Children have access to a range of tools to help to develop hand and eye co-ordination. Overall, children make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children develop positive relationships with adults and other children. Staff work with parents and carers to meet individual children's needs and ensure they are fully included in the life of the pre-school. Children show a sense of belonging, work alongside each other harmoniously and are learning to make choices and decisions. These all contribute to children developing self-esteem and respect for others. Staff ensure they know children's individual needs well and that they are provided with equality of opportunity. Children start to develop an appreciation of the diverse society in which we live through participating in activities about their own and other cultures, from outings in the local community and from people coming into the pre-school to visit them. Managers are pro-active in ensuring action is taken to identify and support children with learning difficulties and disabilities and as a result children are able to receive appropriate support.

Children behave well and are polite as they respond to the praise and clear, consistent guidelines set by staff. Children appear familiar with pre-school rules and enjoy the security of routines. Staff deal with unwanted behaviour consistently taking account of individual children's level of understanding and maturity. Children learn to take turns, to share and to be kind to each other. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children's care, welfare and development are promoted through strong, positive working relationships with parents. Parents' views about their child's needs and interests are sought to settle the child into the pre-school and are starting to be used to plan activities to enable each child to progress along the stepping stones towards the early learning goals at their own pace. All parents receive information about how the pre-school operates, including the complaints procedure, although currently parents do not receive details of all the pre-school's policies and procedures. Parents of funded children receive information about the pre-school's nursery education provision. Parents can talk to their child's key worker at any time and receive a written report about their child's progress after their first term and just before their transition to school. In between these times, staff keep parents informed about their child's progress verbally. Parents also receive regular newsletters which include ideas of how they can support their child's learning at home. Parents are also welcome to provide support at a pre-school session.

Organisation

The organisation is good.

The organisation of the pre-school ensures that children are well cared for by suitably vetted staff. Staff recruitment and appraisal systems are in place and staff training and personal development is encouraged by the management team. Staff are fully aware of their roles and responsibilities in relation to the care of the children and their day to day tasks are well documented on the planning documents for them to refer to. Space and resources are well organised and all children are able to make choices and develop their ideas and skills as they play.

Leadership and management is good. The two managers are pro-active in ensuring that staff practices contribute positively to children's good health, safety, enjoyment and achievement and ability to take an active part in the pre-school. Children's achievements are assessed on a regular basis although planning does not yet fully support individual children's learning. The task of assessing the strengths and weaknesses of the pre-school is currently undertaken by the two managers and the registered person does not play an active role in this monitoring and evaluation of the nursery education provision. Policies and procedures are currently being reviewed by the managers to ensure they reflect current practice within the pre-school and take account of changes to legislation and guidance. All other documentation and records are well maintained by the staff and support children's care and wellbeing. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to maintain a record of all accidents, provide drinking water for children and ensure that the complaints procedure includes details of the regulator. All recommendations have been met so improving the level of care provided to children.

At the last inspection of nursery education the pre-school had two key issues to address. Firstly, the pre-school were asked to continue to develop plans to include sufficient detail to enable staff to make the best use of activities to promote learning for all children. They were also asked to provide opportunities for children to develop mathematical understanding of calculation in practical activities and everyday routines. the level of detail and information about the activities on offer to children has improved in the planning documents and staff's understanding of how to best use spontaneous learning opportunities during routines has increased. Children's mathematical understanding of calculation has improved.

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 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 hand washing routines at snack times to eliminate the risk of cross-infection
- ensure that all policies and procedures reflect current practices within the pre-school, are reviewed and updated regularly and are readily available to parents.

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):

- continue to develop systems to plan for children's individual learning needs taking account of their interests.

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