

# Great Finborough & Buxhall Under 5's

Inspection report for early years provision

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<b>Unique Reference Number</b>	251497
<b>Inspection date</b>	19 October 2007
<b>Inspector</b>	Deborah Kerry
<b>Setting Address</b>	Pettiward Hall, High Road, Great Finborough, Stowmarket, Suffolk, IP14 3BG
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<b>Registered person</b>	The Trustees of Great Finborough & Buxhall Under 5's
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Great Finborough and Buxhall Under 5's opened approximately 10 years ago. It operates from two rooms, the main play room and the large hall in the village hall of Great Finborough. The group opens five days a week during school term times. Sessions are from 09:15 until 13:00 and there are two sessions in the afternoons on Mondays and Tuesdays from 12:30 to 15:00. The pre-school has access to a secure, enclosed outside play area. The pre-school serves the local and surrounding villages and some children come from the nearby town of Stowmarket.

A maximum of 20 children from age two to five may attend at any one time. There are currently 24 on roll, of these 20 are in receipt of funding for early education. Children attend for a variety of sessions. The pre-school supports children with learning disabilities and who speak English as an additional language.

The pre-school employs seven members of staff. All 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 and well-being is promoted as staff follow effective routines and procedures to ensure that all areas used by the children are clean and tidy. Toys and resources are regularly cleaned ensuring children's health is further promoted. Children are learning good hygiene routines as they know to wash their hands before eating and after using the toilet. Staff follow clear procedures for nappy changing to ensure the risk of cross infection is minimised. All children's health and dietary needs are recorded and displayed to ensure that their individual needs can be met effectively.

Topics and activities help to develop children's understanding on keeping themselves healthy and they are encouraged to bring in healthy items for snack to support their healthy growth and development. Snack and mealtimes support children's social skills well as staff sit with children and offer support where necessary. All children can help themselves to drinks throughout the session ensuring they have sufficient for their needs.

The large hall allows children space to move about and they are provided with a range of large equipment to support their healthy growth and development. The free flow play ensures that children have regular access to fresh air in the outside play area to support their continued good health.

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

The provision is good.

Children's safety and welfare is promoted as staff monitor the entrance doors at arrival and departure times ensuring children cannot leave unsupervised. The secure enclosed outside play area is checked each morning when setting up. Children can access the toilets independently and staff monitor children when accessing the toilets to ensure they are safe when out of their sight.

Risk assessments ensure that all areas are safe for children to access and the daily check list for setting up ensures that their safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is a high priority. All of the staff have a thorough knowledge of the emergency evacuation procedures which further enhances children's safety. Permission for all outings is included on the children's registration details and parents help which increases the adult to child ratios ensuring children's continued safety.

All staff have attended training on safeguarding children and have a clear understanding of what steps to take should they have concerns about a child's welfare. The policy follows the Local Safeguarding Children Board procedures and is shared with parents. The flow chart for the referral procedures is displayed and includes local contact numbers.

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

The provision is good.

Children are relaxed and settled, they have formed good relationships with staff and other children. Children are provided with a wide range of resources and activities to support their

individual needs. Children's artwork is valued as staff create colourful displays of their work around the setting. Children are learning what is expected of them and to work co-operatively with each other through clear, consistent expectations from the staff. Children are given gentle reminders on occasions. For example, they are reminded to walk so that they do not fall over and they all help at tidy up time.

Children are encouraged in their play as staff readily join in with the activities. For example, staff look at the different insects and show children how to use magnifiers for their topic on mini beasts. Children are given free choice to select resources and activities which helps to promote their independence well. However, planning for children under three has not yet been fully implemented to ensure that their developmental needs are met. Staff use aspects from the 'Birth to three' matters framework for recording observations on younger children. However, the system that is being used to record their progress is inappropriate for the younger children.

## Nursery education

The quality of teaching and learning is good.

All staff hold appropriate early years qualifications and have a thorough knowledge of the Foundation Stage. Each member of staff takes responsibility for planning activities for a week. Plans include a broad and balanced curriculum, the six areas of learning and are clearly linked to the stepping stones. Resources for all activities are prepared in advance which allows staff more time to work directly with the children. Staff undertake regular observations on children, which is recorded and used for planning future activities for the next step in their learning. However, the adult focused activity does not show differentiation and is not fully evaluated to ensure the learning outcomes have been achieved. Staff get down to the children's level and offer support if needed. The free flow play allows children to initiate their own activities and they can choose to play inside or in the outside play area. Staff encourage children to develop their independence, to share and take turns. Staff use props when reading stories to children which engages them and captures their interests. Older children are taken upstairs where they are supported with more challenging activities suited to their level of development.

Children show good levels of concentration as they are able to sit quietly at register time and whilst listening to stories. Staff use positive praise for children's efforts to promote their self-esteem and confidence. Children have made good relationships with staff and seek out other children for play. Children have good self care skills as they are able to put on aprons before painting and pour their own drinks at snack time. Children chat animatedly with each other as they discuss the different types of shoes and fastenings that they wear. Children show good recall and thinking skills as staff ask them open ended questions around the story they have just read. Children enjoy listening to stories and join in with familiar rhymes. Children are beginning to recognise the sound of the initial letter in their names as staff encourage them to write their own names on their work. Children are developing good pencil control skills as they make marks, colour and draw spiders.

Children count how many are present at register time and with staffs support are learning to recognise the numerals from five to 10. Staff use mathematical language with children when they are drawing spiders, by asking how many more legs are needed to make eight. Children are learning what different shapes are needed to create a ladybird and a butterfly in their artwork. Children investigate bugs and insects by using magnifying glasses and binoculars for their topic on mini beasts. Children create spiders using tissue paper and paper plates which they then paint. Children are developing excellent mouse skills through playing age-appropriate

games on the computer. Children are provided with a range of resources to develop their understanding on technology. For example, they listen to story tapes, enhance their voices by singing into a microphone; they use a variety of telephones in the role play area and access calculators in the writing area. Children learn about the days of the week and use sand timers when taking turns on the computer. Through topics on other countries children are developing an understanding of others' cultures and beliefs.

Children's physical development is promoted effectively as the large hall is used for children to run, jump, balance, ride, climb and slide using a range of large equipment. Children are able to expertly manoeuvre around each other when using the cars. Children are learning about how to promote their own health, through different topics and when they have eaten sufficient at snack time they help to clear the table. Children are provided with a range of resources to promote their large and fine manipulative skills. For example, they use scissors, pencils, glue sticks and paint brushes. Children recognise and choose the colours that they wish to paint with, they experiment with a range of plastic insects to find out what patterns they make, when they use them for printing. Children enjoy joining in with singing a variety of songs and rhymes. For example, before snack time they sing a song about being polite and using please and thank you. Children's imagination and creativity is fully supported as the role play area is changed into a variety of scenarios. For example, it has been made into a den for hunting bugs and insects. Children express their ideas and communicate effectively with each other during general discussions about the topic and the games that they play.

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

The provision is good.

All children and parents are welcomed on arrival. Staff greet everyone in a warm friendly manner and take time to talk to each parent. Staff work with parents to ensure that their child settles in to the new surroundings well and that their needs are met well. Staff work with parents to provide appropriate support to children with English as a second language to enable them to be included and participate fully. Through topics and by celebrating different world festivals children are developing a good understanding of the wider world. Children with additional needs are fully supported in their learning and development. Staff have undertaken additional training so that children's individual learning needs are fully supported and the planning is suited to enable them to make good progress. Children's spiritual, moral, social and cultural development is fostered.

Staff have a calm and consistent attitude to managing behaviour. Children are given clear explanations on expected behaviour which enables them to behave well. For example, children use an egg timer when playing on the computer and when this is finished they understand that it is time to let the next child have their turn. All policies and procedures of the pre-school are made available to parents which ensures that they are kept fully informed of any changes.

The partnership with parents and carers is good

The pre-school has an open day for new and existing parents so that they can see how a session is organised and see the range of activities their children are provided with. Children's step by step records are sent home each term for parents to read and to add comments about their child's progress. Staff ensure that they are available to talk to parents about their children's progress and development at the beginning or end of the session. Parents are able to come in early to speak to their child's key worker in a more formal basis if they wish. Regular newsletters keep parents informed of activities and fundraising events within the pre-school. Parents are

invited to join the committee so they can be fully involved in their child's early education. Parents are encouraged to provide children with healthy snacks to ensure that their health is effectively promoted. Children and parents are welcome to stay for a trial session before their children start to help them become familiar with the new surroundings. The notice board in the entrance displays information for parents about the pre-school and helps to keep them fully informed. Parents are invited to bring in items for the topics to support their child's early education.

## **Organisation**

The organisation is good.

Children's safety and welfare is promoted effectively as all staff have undergone the vetting process and are suitable to work with children. Registration records show all children's individual needs and include all the necessary permission slips. The layout of resources and equipment is organised to provide children with space to move around freely and safely. The daily registers record the times of arrival and departure for all children that are present at each session and there is a separate book for visitors. There is clear staff deployment and high staff ratios for each session which ensure that children's welfare is a high priority.

There are clear procedures for staff induction which ensures that staff are aware of their roles and responsibilities. All of the staff hold appropriate early years qualifications and the high adult to child ratio ensures that children are fully supported in their learning. There is a good range of policies and procedures in place to support the clear aims of the setting which are well organised to provide for the needs of all children.

Leadership and management is good.

There are clear aims and objective for children's learning and staff are fully supported by the committee in their training and development needs. There are regular staff meetings where the individual needs of children are discussed and ideas for their learning and development are planned. Any changes are shared and the committee regularly review, update or amend policies and procedures in line with any changes in current legislation. There is excellent communication between the staff on the children's learning to ensure that they are making good progress. Newsletters are sent out each term to ensure that parents are kept fully informed with activities and events within the pre-school. Staff liaise with other professionals to ensure that the needs of individual children can be met well. The staff have good relationship with the local primary school, they share ideas for children's learning which ensures their progress is promoted. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the pre-school were asked to record the children's times of arrival and departure in the register. This is now completed at the beginning and end of each session; to include the address of the regulator in the complaints policy. This has now been updated and contact details are now included and displayed.

## **Nursery Education**

At the last inspection the pre-school were asked to develop the organisation of the session to provide children with longer periods of uninterrupted independently chosen play. Most of the morning session allows children to independently choose what they want to do, they are able

to choose to play inside or outside. The layout of resources ensures that children can self select from the wide range available; to provide more challenge for the four-year-olds to enable them to predict and problem solve. A room on the first floor has been registered and the older children are now taken upstairs and provided with more challenge which is suited to their level of development; to also use the assessment records and evaluations of activities to inform the short term planning. Staff undertake regular observations on children which are recorded and used when planning their next step and future activities to meet the children's individual needs well.

### **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):

- develop the planning to ensure that the care, learning and play activities for children under three are provided for
- devise an appropriate system for recording the development outcomes for children under three.

#### **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 the planning of activities to include differentiation and that they are evaluated to ensure that the learning objective was achieved, so it can be used to inform future planning
- develop children's progress records to show how they are working through the stepping stones towards the early learning goals.

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)