

Buckenham Pre-school & Nursery Group

Inspection report for early years provision

Unique Reference Number	EY216944
Inspection date	27 November 2007
Inspector	Susan Cox
Setting Address	Buckenham County Primary School, Abbey Road, Old Buckenham, Norfolk, NR17 1RH
Telephone number	Setting 07799 778806 Mng 01953 860244
E-mail	
Registered person	The Trustees of Buckenham Pre-School & Nursery Group
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?

Buckenham Pre-school Group and Nursery opened on these premises in 2002. It is run by trustees and operates from a purpose built mobile which is sited in Old Buckenham Community Primary School grounds. A maximum of 26 children may attend the group at any one time. It is open each weekday from 08:45 to 14:45 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from two to under five years on roll. Of these, 30 children receive funding for early education. Children come from the village and surrounding area. The group currently supports children with learning difficulties and also children who speak English as an additional language.

The trustees employ nine members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of snacks to promote healthy eating. For example, freshly cooked brown toast, fresh and dried fruits and a range of savoury items tempts children to eat well at snack time. Planned activities help them learn more about food that is good for them, where it comes from and how it is prepared. For example, preparing vegetables, making soup, and eating it with bread they have made. Parents supply a packed lunch for children staying over the lunchtime. Staff try to encourage children to eat the healthy contents first but some are tempted by the crisps and chocolate biscuits so are not always gaining the benefit of a nutritious diet at this time. Children help themselves to a drink at snack time and fresh drinking water is available for them to have a drink as they wish.

Children's medical needs are often well met. This is because staff gather relevant information from parents and care plans are prepared so they may respond appropriately to children with particular medical needs. There is a clear policy on the administration of medicines. However, parents do not sign the record of administration to confirm their understanding and so ensure children's welfare is fully promoted. Children are learning to manage their personal hygiene well. Older children use the toilets independently, and remember to wash their hands, with little ones being sensitively supported as they acquire the skills needed. Staff are vigilant and maintain good hygiene; they remind children to wash their hands after playing with items they have collected on the nature walk, ensure toilets remain clean and appropriate for use and make sure tables are cleaned before food is served.

Children benefit from frequent opportunities to play and learn in the fresh air. They love playing in the garden where they run, climb, slide, ride wheeled toys and play with a good range of small equipment. This helps them learn how their bodies work and develop physical skills. They take part in many planned and spontaneous activities in the fresh air. For example, chunky chalks are used to draw around a child lying on the path, features are added and name written, before a member of staff lies down and children draw around her. They consider size and shape and have great fun as they play and learn together. Coats and boots ensure they can play outside appropriately in a range of weathers and throughout the year. When children are tired they sit or lie comfortably on the sofas to read a book, or just relax, according to their own needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well promoted as staff conduct risk assessments and have taken relevant action to minimise risks. The premises are secure which prevents children leaving without supervision or people having unauthorised access. Children play safely in the outdoor play area as it is fully fenced and the gates are secured when it is in use. Children arrive happily and are keen to engage in play. This is because staff make sure there is an interesting range of activities set out for them and the room is bright and attractive with posters and their work well displayed. They independently use the toilet and have easy access to their coats and boots when they are getting ready to go out to play in cold or wet weather. Children confidently access a very good range of resources as storage has been designed to promote their independence. They find items from the drawers and storage boxes, to organise their play, and most co-operate well

when asked to help tidy up. Staff monitor what is chosen to make sure it is safe and appropriate for use.

Children are learning about keeping safe in a variety of ways. They take part in regular fire drills, listen as they are reminded how to carry a chair safely and excitedly greet visitors who come to develop their understanding further. For example, meeting the local police officer, finding out how the fire brigade works and seeing the hoses in action, listening to the road safety officer and practising what they have learnt on their wheeled toys in the outside area. Parents and carers are requested to help with outings and local walks. This enables all the children to enjoy the experiences and safety to be maintained appropriately.

Children are protected as staff have a clear understanding of child protection issues and the action to take if they have concerns. This is supported by a sound collection procedure which ensures children only leave the group with authorised persons.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a well balanced range of activities, both indoors and in the fresh air, which promotes their welfare and helps all make good progress. They make many of their own choices during free play joining with friends as they wish. For example, in the home play area they act out real and imaginary experiences, happily dressing up, using the telephones, having great fun hiding under the units or pretending to sleep under the desk. The ironing board is dismantled and becomes a 'surf board' as a child 'goes on holiday' and staff make sure the frame is safe until it is reassembled. Children are aware of the routine around having their snack; they find their name on the board, and post it in a tub, then sit with friends to have their snack when they wish during a given time in the morning or afternoon. They chatter happily to the staff and friends making this a sociable time. Visitors to the group and local walks and outings extend children's learning in interesting ways.

Children play in the fresh air frequently and this is well supported by staff who understand the benefits and that some children learn better in an outdoor environment. They run around and play games, sit on the benches to chat or 'make notes' on their writing pads and take part in a good range of activities that are brought outside for them. Staff support the children well and encourage all aspects of their learning and development. Good relationships are being formed and children are happy and relaxed in the care of the staff. They know they will receive help if they wish, enjoy staff joining in their play and understand that staff will listen to and value what they say and do. As a result, children are developing confidence and their self-esteem is being promoted. Staff have a good understanding of 'Birth to three matters' and use this effectively in planning, observing and setting out the next steps in children's learning for the younger ones. Children are often grouped appropriately, however, sometimes when they are all together, or at change over times, they are not all fully engaged and some become restless or distracted. This impacts on the quality of their care and nursery education.

Nursery Education

The quality of teaching and learning is good. This is because staff have a good understanding of the Foundation Stage and how to help all children make secure progress. They plan effectively, acknowledging the benefits that come from good quality continuous provision and making sure activities are well resourced and adapted to meet the needs of all the children. All staff have a key group of children for whom they plan, record and identify the next steps in their

learning. Records are maintained in attractive files with photographs and samples of the children's work which are annotated and colour coded to help track progress and spot any gaps in learning.

Children are making good progress in all areas of learning. They are becoming independent in their self-care as most manage their personal hygiene well, put on and take off their coats and shoes and many change for exercise time with the minimum of help. They often organise their own play making choices of resources, using them appropriately, and helping to tidy up when asked. Local walks such as to the church, the village pond and school helps them explore and learn about their community. Most children chatter well to their friends and the staff. They enjoy looking at books, and joining in with the group stories, or find books to read on their own or with friends. They recognise their name on their coat peg and at snack time and many love using pens and note pads as they practise emergent writing skills. Older children are becoming confident in writing their name and some do so legibly. Children are learning early reading skills in an enjoyable way. For example, they have great fun when staff ask them to come and sit on the cat, then says hat and rat before they persuade her it is a mat.

Children count frequently, as a whole group to find out how many are present, and in their free play and planned activities. They consider shape and size as they draw around people, recognise shapes in their play and weigh items in the home area. Children explore sea creatures in bubbly and blue water in bowls on a table helping them to learn how to control the activity well. Attractive tea sets on trays enables children to 'make and serve tea' using water with a tea bag in the tea pot, pouring milk from a jug and adding sugar. They concentrate on the activity well taking care with the pouring and stirring as they act out a real experience with great satisfaction. Interesting activities help children learn about the living world. For example, collecting frogspawn from the pond and watching it develop, going to feed the ducks, and nature walks where they collect leaves, consider the mole hills and rabbit holes, feel the bark of the trees, smell them and think about their size and shape. Many of the older children are adept at using the computer and decide the level of difficulty they wish to work at and use the mouse confidently to complete work packages competently. Celebrating a range of festivals and sponsoring a child in Africa helps all learn about the wider world.

Children are very active and enjoy playing in the fresh air. Most enthusiastically join in with exercises to music, moving with confidence and following the instructions well. Small muscle control is developed as they use a range of tools and construct and build with a variety of sets and materials. Dressing teddy bears helps practise skills such as putting on and taking off clothes, doing up buttons and zips which also helps them manage their own clothing. Children express themselves creatively in many ways. They paint freely at the easels, wonder at the shapes made when a salad spinner is used with paint to create patterns, and enjoy making gifts for special events. They frequently play happily with small world toys, and in the home area, acting out real and imaginary experiences and most join in with songs and rhymes enthusiastically.

Helping children make a positive contribution

The provision is good.

Children receive a warm welcome and are treated with respect and according to their individual needs. Good procedures help staff get to know them well and form secure working relationships. Children play with a very good range of resources that reflect positive images of our multicultural society. They are learning to value and respect people and, celebrating festivals such as Diwali and Chinese New Year, helps them broaden their experiences and learn about the wider world.

Children take part in activities and find out about the child they are sponsoring in Africa; this helps them realise how they can contribute and support others in a positive way. Children with learning difficulties and/or disabilities are welcomed and fully included. This is because staff have a very good understanding of how to work in partnership with parents, other professionals, and be flexible to meet individual needs. They are keen to take advice offered and work effectively to ensure children have a good balance of activities, and are well supported, to make appropriate progress. Staff take time to help with the transition to school, or additional services, so children are well supported to reassure them and ensure new staff are fully familiar with their particular needs and requirements.

Children are learning right from wrong in a supportive environment. This is because staff implement the positive behaviour management policy effectively and are consistent in their expectations. Staff are positive role models, treating everyone with care and consideration, enabling children to follow their example. Gentle reminders are given to help children understand how to manage their behaviour and sort out upsets. As a result, children's behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Clear information helps parents understand the service that is offered and how their children will be cared for and their educational needs met. There is a flexible settling-in procedure to enable all to be happy with the arrangements in their own time and information is gathered to get to know the child and family well. This forms a secure basis for the partnership with parents which contributes to the child's welfare and education. Parents are informed of what their children will be learning through newsletters, planning and notices. Information is provided on the early learning goals and there are many ways in which they may contribute to support their children. For example, some parents enjoy sending in photographs and information to be included in their children's file, many help out on the rota, and with visits, and some are able to provide valuable support on the committee.

Organisation

The organisation is good.

Children's safety and welfare is promoted as they are cared for by persons who are suitable for their roles. Appropriate checks have been carried out and staff supervise the children well to protect them from persons who have not been vetted. Many of the staff are well qualified and they show a commitment to continued training, using their new knowledge and understanding, to support the children appropriately. They show an enjoyment in their work and provide sensitive and considerate care to all the children. Children benefit from the staff being well-organised to meet their needs most of the day. However, at certain times, usually when all the children are grouped together or at change over times, children's needs and learning opportunities are not fully exploited. As a result, some of the children are not fully engaged and settled at these times. Good use is made of space within the building and in the outside area. This enables children to play freely, enjoy snacks and lunch together, rest when they wish, and play frequently in the fresh air.

Record keeping is good; full details are obtained from parents at registration to enable staff to support children's welfare and learning effectively. Policies and procedures provide parents with clear information, although they do not currently sign the administration of medicines record. Overall children's needs are met.

Leadership and management is good. The manager is well qualified, experienced and shows a dedication to continuing to develop the service provided for the children. Courses are attended

and advice from the local authority and other professionals welcomed. She has a very good understanding of the Foundation Stage and how to help all children make good progress with their education. The planning system has been reviewed to make it more effective and staff work well as a team to implement this. Procedures are in place to review the provision, for example, there is a self-evaluation process and questionnaires are issued to parents so they may comment on the service they receive. The manager takes time out to assess what is happening in the group and uses this to make changes to further promote outcomes for the children. However, this has not picked up on the organisation of the session at certain times. The trustees work effectively to support the group and this further enhances the quality of the provision for the children.

Improvements since the last inspection

At the last inspection the provider was asked to update the complaints procedure to include the details of the regulator and to include outdoor play and activities in plans to effectively increase challenges for children of all abilities. The provider has updated the complaints procedure so parents know how to contact the regulator if they have unresolved concerns regarding the care and welfare of their children. The planning of activities now effectively provides challenges for all children when playing in the fresh air.

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

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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):

- improve the administration of medicines procedure by ensuring that parents sign the record to acknowledge the entry
- reconsider the provision of whole group activities and change over times to make sure children's needs are being met and learning opportunities are promoted (also applies to nursery education).

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):

- make improvements as indicated in the care section above.

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