

# Bamford Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY264709
<b>Inspection date</b>	01 February 2008
<b>Inspector</b>	Joanne Baranek
<b>Setting Address</b>	Methodist School Rooms, Main Road, Bamford, Hope Valley, S33 0BQ
<b>Telephone number</b>	01433 650796 or 07919 007770
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Bamford Pre-School Playgroup
<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 good. The registered person meets 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?

Bamford Pre-school is a long established setting which was re-registered in its current premises in 2003. It operates from the Methodist School Rooms situated on the main road in the centre of the village and serves local families.

There is a secure enclosed outdoor play area and also uses the school's playground next door for further outdoor play.

The pre-school serves the local area and surrounding villages. It opens Monday, Tuesday, Thursday and Friday during school term only. Sessions are from 9.00am until 12.00pm.

There are currently 18 children from two years six months to four years four months on roll. This includes 11 children who receive funding for nursery education.

The setting currently supports a child with learning difficulties and/or disabilities.

The pre-school employs six part-time staff who work with the children, of which three hold appropriate early years qualifications and three are currently working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance.

The pre-school is managed by a parental committee, who delegate day to day responsibility to the staff.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

The setting promotes the health of the children within it's care by using consistent methods to prevent the spread of infection and the use of paper towels and liquid soap within the toilets prevent cross-contamination. The children are gently reminded to wash their hands before snack and after using the toilet to 'get rid of the germs', and this aides them to start to manage their own health successfully. Written consents for emergency medical treatment and to administer medication during the session help the children to be safe and remain healthy throughout their time with the provision, and this is supported fully by their medication policy. Accidents children may have are recorded by the staff and shown to the parents for their signature to ensure they are aware of any injury their child has sustained within the session. The first aid kit is well stocked and close at hand in the case of an accident and the staff use a smaller version to accompany them on any trips out of the setting in order to be able to administer first aid where ever they are. The use of a comprehensive sick child policy and an exclusion periods poster ensures any child who is ill remains away from the pre-school until they are no longer contagious, limiting the possibility of spread of infection.

The staff provide nutritious snacks for the children during the session and this is displayed for the parents and children to see upon entry. They include fruit and vegetables and the children are able to choose from a variety to promote their independence further. Staff prepare the food safely and wipe surfaces with antibacterial spray to ensure germs are eliminated before the food is prepared or served. Allergies are asked for upon admission, however dietary or religious requirements, which can be different, are not requested formally and this impacts on the ability for the staff to cater for each child's individual needs. Fresh drinking water is available for the children to access throughout the session and milk and water is offered at snack time to help the children to remain hydrated whilst at the pre-school.

Children are encouraged to develop all their physical skills both with their large and small muscles. They have daily access to large enclosed outdoor areas where they are able to play parachute games, ride their bicycles and run obstacle courses. The staff encourage the children to learn new skills such as balancing with their plentiful resources. Staff also take children for walks into the village and the nearby woods which not only ensures the children receive fresh air but also exercise their large muscles. Activities such as playing with play dough, using cutters and rolling pins, cutting with scissors and using pens and pencils, help the children to develop their small muscles and accuracy skills. The children are able to access these resources independently and practise on a daily basis supporting their development.

Children are encouraged to adopt a healthy lifestyle through discussion about food that is good for them and choosing these options, and washing the germs off their hands to stop them getting poorly. Visitors into the sessions talk about staying healthy, for example, a dentist is invited to talk to the children about brushing their teeth and eating healthy food in order to keep their teeth in good condition. The children are learning how to lead a healthy lifestyle through the routines followed and the activities the staff plan.

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

The provision is good.

The staff provide a safe and secure environment for the children to learn and play within. The use of socket covers and mats keep the children safe within the rooms and vigorous risk assessments have identified areas in which the staff have had to put further precautions into action such as chairs in front of the hot radiators. They are able to flow between the two main rooms safely as these doors remain open and the staff make good use of these areas in order to support the children through independent learning. The rooms are inviting and show displays of the children's work and colourful educational posters to support the children's learning further. An area filled with comfy cushions provides them with a relaxation area they can access to read books or simply sit and reflect.

The setting has good quality resources that are fit for purpose, clean and safe. The staff clean all toys and equipment regularly and they are all checked for safety on a daily basis. The use of child-friendly storage encourages the children to access resources freely, and all are labelled with both words and pictures to support them with learning to read. Books are stored in a large case so they can easily access their chosen story and the staff have colour coded the books to identify the factual books. Larger and outdoor resources are stored in outside lockable sheds in order to free space within the setting.

Children remain safe whilst out and about as the staff use risk assessments to identify any potential areas of danger and act upon them before leaving the premises. They ensure the children are all holding an adults hand so the ratios between adults and children is 1:2 and this keeps them safe whilst walking along side the road. The staff take a mobile phone with them in order for them to be in contact at all times in the case of an emergency. Within the setting the children are encouraged to practise regular fire drills to familiarise themselves with the procedure in the case of a real emergency. They use different escape routes to ensure they are prepared for any scenario and the provision has fire fighting and detection equipment that are checked on a regular basis to keep the children safe.

Children are safeguarded within the pre-school as the staff have a good understanding of child protection and are confident in identifying both physical and emotional signs of abuse. The setting has a clear referral process in place and this is shared with the parents through a child protection policy. The pre-school has two designated members of staff to coordinate child protection concerns and staff discuss any concerns they have with each other and log down any details for further reference.

The staff teach the children about safety through discussions around rules and boundaries within the provision and why they are in place to keep them safe. They talk to the children before they go on outings about keeping safe whilst walking along the roads by holding onto their adult's hands at all times. The pre-school have invited the local fire brigade in to talk about fire safety and have given the children the opportunity to look around the engine.

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

The provision is good.

Children's physical, emotional and intellectual development is supported through activities that are planned to include all children regardless of their age or ability. The children are confident and have high self esteem because of the positive reinforcement the staff use during the sessions. They are encouraged to be independent through resources that are accessible and the ability for the children to visit the toilet on their own and choose which room they wish to play in. This helps them to build their confidence and start to do things for themselves. The staff plan activities that help the children to experience learning first hand, for example, they visit a local farm where the children are able to see newborn lambs and calves and watch the farmer milk the cows. Children are able to be both active and relaxed within the session with the provision of a comfy book area where the children can relax and reflect in quiet if they wish to, and daily trips outside where the children are able to exercise in a large enclosed playground.

### **Nursery Education**

The quality of teaching and learning is good because the children are making progress towards their early learning goals through a carefully planned curriculum that covers all areas of learning and the aspects within them. The staff collate observations on the children through photographs of them doing specific activities where they are exhibiting confident skills, and written details of achievements the children have made. The observations are linked to the stepping stones within the Foundation Stage to show the progress the children are making, but the staff do not currently use these to plan for the children's next step. This impacts on the progress the children are able to make and how the staff are going to support this development. Starting points are identified when the children register through information from the parents and an initial assessment made by the staff. This is used to pitch the activities at the correct level and staff are able to support or challenge the children effectively. The activities the staff are providing are helping the children to gain new knowledge and reinforce their existing understanding, for example, the staff encourage the children to play number bingo with numbers one to ten. The older children are able to identify these numbers and this is a reinforcement activity to use their current knowledge.

Children are forging good relationships with their peers and the adults within the setting and are supporting the newer and younger children in order for them to feel settled and included in the provision. They have very close links with the school next door as they go for visits each term where they are able to sit with the reception class and read a story or be included in an activity. Community links are strong as the pre-school is in a small village and they are involved in the annual summer carnival where the children dress up and are included in the parade, and they regularly walk into the village visiting the shops and local amenities.

The children are good communicators and are encouraged to talk to each other in groups such as circle time where the children are encouraged to talk about the weather, or snack time where the children talk socially to each other about their interests and home lives. They are adept at linking sounds to letters and this is supported with the activities the staff provide, for example, children are asked to bring in items from home beginning with the letter of the week. Children bring in a red ribbon, rabbits and a reindeer for the letter 'R' and this is discussed further at registration time. The level of understanding of this knowledge is shown when the children play later in the session, for example, a four-year-old child sits at the mark-making table with the children's name cards and is able to read letters out in another child's name, quickly and in the correct order, and then tells me what name it spells out. Staff take time to sit and read

with the children, either one to one or within small or large groups encouraging the children to have an interest in books and the stories they contain.

The staff use a variety of resources to promote mathematical development. They have number lines for the children to refer to during the session and staff sit with the children and play number games such as bingo where the children are able to reinforce the knowledge they have with the support or learn new numbers with support. The children are encouraged to use numbers and to identify them within their play, for example, the bicycles the children use outside have numbers on them and the staff encourage them to park on numbers in the playground that match their number. They are introduced to shapes and measuring through fun activities such as a walk into the village to spot simple shapes in the environment.

Children are encouraged to explore and investigate within activities planned by the staff to focus upon specific concepts such as floating and sinking where the children are able to experience first hand what kind of materials float. These activities are done within small key worker groups to support the children with learning new knowledge. The pre-school have a good information technology resource bank with two computers and a variety of programmable toys such as portable radios and calculators. This gives the children an understanding of how electronic resources work and basic computer skills like mouse control and loading up programmes.

The children are able to show their creative side when they choose to because of the separate art room the children are able to access independently. On a daily basis they are able to paint and make the most of water and sand play, together with a focused activity such as creating models out of paper mache. The staff provide opportunities for the children to express themselves through music with daily singing sessions and time to play musical instruments. The children have good imaginations and this is supported by a well-resourced exciting role play area where they are able to act out scenarios related with the equipment, for example, they play in a tent with rucksacks, torches, maps and a pretend campfire. The staff encourage the children to go on hikes around the room and involve themselves in their play by pretending to injure their ankle on the walk prompting a child to dress as a doctor and administer first aid. The children bring this vivid imagination into other activities extending their play in a variety of directions.

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

The provision is good.

The staff plan an inclusive curriculum and activities are planned around a variety of religions and cultures including festivals and celebrations such as Diwali and the Chinese New Year. The children are able to access first hand aspects of the cultures such as eating food connected with the festival or learning how to dress in a Sari. However, the lack of request for religious, cultural or ethnic backgrounds on the admission form limits the knowledge the staff have about the children they care for and will effect the care and education they provide for the individual child and their family, for example, if a child has English as a secondary language the provision will need to support this fully.

Children with learning difficulties and/or disabilities are welcomed into the setting and are supported with their care and education by staff who are knowledgeable of the child's needs and able to request further support if they require it. The setting currently has a child with a physical disability and has employed a support worker to provide the child with the extra adult support they require. They use outside agencies such as occupational therapists to further

support the work they are doing with the children and provide resources that will aide the child's learning, for example, more sensory toys. The pre-school has two members of staff that coordinate additional needs and they are confident in talking to both the parents and the local authority in order to learn more about the help the individual child needs.

Children are learning to manage their own behaviour through successful strategies the staff use to teach the children right from wrong and the consequences for their actions. These are clearly laid out in their behaviour management policy and this is shared with the parents when they enrol their children. Age-appropriate methods are used to ensure the children understand what is acceptable behaviour and why certain behaviour is not tolerated, and they have discussed their own rules for the pre-school around what they feel they shouldn't be doing. An incident record is used to log children who have exhibited behaviour that has resulted in consequences, such as a child cutting another's hair where no injury has been sustained and this is then shared with both sets of parents whilst retaining confidentiality.

Parents are provided with information about the setting and it's policies and procedures on entrance and the routine the provision follows is also discussed. This gives the parents an understanding of the way in which the provision works and how it cares and educates the children within the sessions. The parents receive a pack when they start which includes a sample of the policies, a list of all the staff and a routine the setting follows on a daily basis. This also contains information about the Foundation Stage and the six areas of learning the staff follow. The staff share verbally what the children have been doing during the day especially during the initial settling in time and provide an opportunity for the parents to come to an open evening where they can see the different activities the children access during their session.

The partnership with parents is satisfactory. The information the parents receive from the setting about the Foundation Stage gives the parents a background of what the children will be learning and how this links to the progress they will be making. They are asked to fill out a chart to show what they know about their children, for example, if they are outgoing and left or right handed. This gives the staff a basis to start from and they use this to look at the children's abilities. A newsletter goes home each term to provide the parents with information about the theme they will be following and any other details they may need to know, however, with the exception of supporting their children to find objects connected with the letter of the week, they are not actively encouraged to be involved within their child's learning, limiting the amount of support, reinforcement or challenge the children are able to receive at home. This impacts on the ability for the children to progress consistently towards their early learning goals especially during the time the pre-school doesn't operate. The use of key workers for each child provides their parents with a consistent staff member with who they can discuss their child's progress and any concerns they may have with. The key worker is a member of staff which the child bonds with in the initial few weeks, enabling them to support the child through their learning and development.

The children's spiritual, moral, social and cultural development is fostered as the children show wonder when playing and learning, reflect and have tranquil moments in the comfy book area. Staff talk to children about their feelings and home lives making them feel valued and important. They are learning to manage behaviour through carefully thought out strategies including staff encouraging them to play with different toys or children if there is a conflict starting to occur. They have caring attitudes and take care of their younger or less confident peers. Children are encouraged to talk about right and wrong and talk through why they have exhibited unacceptable behaviour so the staff can discover the underlying reason for their actions. They relate well to all adults and peers within the provision and are encouraged to engage in

conversation during social events such as snack time or during play activities where they talk openly about their play. They include all children into their activities and support the younger children in order for them to be able to play equally, for example, a four-year-old child supports a new member of the group when playing on the computer by showing how to move the mouse.

## **Organisation**

The organisation is good.

The setting is well organised and provides comprehensive policies that show the parents the procedures to be followed within important areas of the childcare, for example, child protection and health and safety. Recruitment is conducted by the committee and an interview is held to establish the suitability of the candidates. A joint decision is made between the manager and the committee and references are obtained together with a criminal records check to ensure the suitability of the person for the position. Persons who have not been cleared to have access to the children are accompanied at all times and are not permitted to have unsupervised contact with them until the checks come back clear, protecting the children from possible harm. The manager is qualified with a Business and Technology Education Council National Diploma in Childhood Studies and has received training in comprehensive areas appropriate to her position including first aid, child protection, child development, learning difficulties and/or disabilities and diverse cultures. These support her in the day to day operation of the provision.

Staff are deployed well throughout the session in order to provide support and challenge for the children accessing the different activities on offer. They adapt their positions well in order to provide help for their colleagues, for example, if a large amount of children flock through to the creative area the staff readjust themselves to support this movement. The deputy supports the manager in the day to day running of the sessions and is able to step in when she is unavailable and a contingency plan ensures if staff are ill there are people who can step in at the last minute enabling the children to remain safe and cared for.

Staff receive annual appraisals in order to evaluate their practice and determine further training requirements and this is reflected within their personal development plans. Courses are accessed by staff throughout the year that support the care and education they provide for the children. Both the committee and manager are aware of the need to notify Ofsted of any significant events or changes to the provision including the committee changes ensuring the children are safeguarded.

The leadership and management is satisfactory. Although the manager and committee have a clear vision of the care and education they provide for the children, the recommendations made at the last inspection have not been fully addressed. This relates to the involvement of the parents within the education of their children. The staff have a sound relationship with the parents and the manager ensures she is available on a daily basis to discuss their children. She provides a positive role model for the staff and ensures they are clear of their roles within the provision and have a good understanding of the Foundation Stage and the early learning goals the children are progressing towards. The staff informally evaluate their activities and discuss whether the children enjoyed playing with certain resources such as the role play area, they use this to adapt their practice or resources in order to improve the experience for the children. The committee and staff work closely together in order to make improvements to benefit the children, for example, reassessing the risk assessments to contain more detail and revisit the risks from previous assessments. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to ensure activities present children with challenge and opportunities to extend their learning. The staff support each activity available for the children in order to extend the learning to challenge each child specifically. Focused activities are differentiated in order to challenge the more able children and because they are conducted within the key worker groups the staff are fully aware of what each child is able to do and where they need further support. In addition they were asked to devise a system of risk assessments to ensure the safety of children and staff when inside the building, using the outside play area and when on outings. Currently the staff conduct risk assessments within the setting and the outdoor play areas which have identified hazards and they have put procedures or resources in place to reduce the risk to the children and adults. The setting uses a universal risk assessment for outings which covers all areas of danger such as traffic and strangers and are developing this further to reflect individual outings to specific locations such as the local woods. They have also addressed creating opportunities to make greater use of the craft room and the outside play area. The children use the craft room freely and a staff member is available to support the children as required within this area. The outdoor areas are used well and the staff use both the school playground and their own enclosed play area for the children to develop physically. The provision also agreed to ensure all staff have regard to the Code of Practice (2002) for the identification and assessment of special education and policy statements are in accordance with and meet the requirements. The policies now cover the code of practice effectively and meet the requirements stated and this is shared with the parents on admission. The staff are knowledgeable of the needs of the children they care for and have attended an additional needs course to further improve their understanding. The operational plan was asked to contain policies and procedures relating to the recruitment and induction of staff and appointment of a named deputy to take charge in the absence of the manager. This is an area that is highlighted in the policies and the operational plan is supported by this. There is a deputy in place who works alongside the manager and is able to step in when she is absent.

Within the Nursery Education the provider was asked to make provision for staff to become secure in their knowledge and understanding of the early learning goals and improve their understanding of how to use activities and routines to help children develop their learning, and provide greater challenge for more able children. Staff differentiate the activities for the different age and level of children they are working with. They plan focused activities with their key group to ensure they are aware of the levels of the children they are supporting and resources are available for all levels of children, such as jigsaws, books, and computer games. In addition to this they agreed to provide regular opportunities for children to explore and investigate communication technology and science based activities and use a range of materials to design and build. Children are able to access the two computers daily and have a variety of programmable toys such as calculators, and science based activities such as floating and sinking that give the children an opportunity to investigate and explore different activities. The setting was also asked to provide routine opportunities for children to use their imaginations freely in role play situations and by offering a wide choice of resources for them to create independently. The role play area is a strength within the setting as they have a variety of resources available for the children to play imaginatively with such as a tent, rucksacks, torches, maps, and even a pretend campfire. This area is changed regularly and evaluated to establish whether the children enjoyed the specific areas or not. The staff both support their role play and leave them to play independently. Finally they were asked to provide parents and carers with information on their child's achievements and progress and opportunities for them to be involved with their child's learning. The setting hasn't addressed this fully, as the parents are able to ask for information about how their children are progressing but there is no time set aside for the

parents to discuss their child and how they feel they are doing. The pre-school has made improvements by starting to include the parents more actively but have a way to go with regards to becoming involved within their child's learning.

### **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 to 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 satisfactory.

### **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 admission form to include religious, cultural and ethnic backgrounds together with dietary or religious requirements in order to care for each individual child equally.

#### **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):

- develop current child assessment and planning systems in order to provide support for the individual child's needs and help them to take their next steps towards their early learning goals (applies to childcare also)
- continue to develop partnership with parents to involve them within their child's education and encourage them to extend their learning at home.

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)