

Bassetts Farm Pre-School

Inspection report for early years provision

Unique Reference Number	105829
Inspection date	15 November 2007
Inspector	Anne Legge
Setting Address	Bassetts Farm Primary School, St. Johns Road, Exmouth, Devon, EX8 4GB
Telephone number	01395 267451
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Registered person	The Trustees of Bassetts Farm 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?

Bassetts Farm Pre-School is a committee-run group, which opened in 1983. It operates from a pre-fabricated building within the grounds of Bassetts Farm Primary School in Exmouth. The facilities include a large play room, toilets, a kitchen, an office and an enclosed outdoor play area.

The pre-school is registered to care for up to 26 children, aged from three to under five years. There are currently 52 children on roll, including 43 funded three- and four-year-olds. The group supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The pre-school opens on weekdays in school term times, from 09:00 to 15:00 on Mondays to Thursdays and from 09:00 to 12:30 on Fridays. Children attend for a variety of sessions. There are seven staff working with the children. Of these, five have appropriate child care qualifications. The pre-school also employs an administrator. The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection. The pre-school implements very effective procedures for keeping the premises and all surfaces clean, throughout sessions. Staff are meticulous in mopping or sweeping floors and in disinfecting tables, before children eat. They wear gloves when dealing with children's personal needs. Children learn good routines regarding hand washing and they use liquid soap and paper towels to prevent cross-infection. Their care is consistent when they are unwell or injured. Almost all staff have current first aid qualifications and they deal sensitively and efficiently with minor injuries or illness. Records of accidents are detailed and signed by parents although systems do not always protect children's confidentiality. Medication records are comprehensive and shared appropriately.

The pre-school is constantly pro-active in promoting healthy eating and active lifestyles, and staff work closely with parents to ensure that children eat a balanced diet. Newsletters detail healthy and less healthy foods and there are clear expectations about the contents of lunch packs. Children learn about nutrition as they take part in 'healthy lunchbox' competitions. Staff provide healthy snacks including plenty of fresh and dried fruit and cheese or breadsticks. Children are encouraged to try different foods, such as mango, kiwi or coconut. They maintain good fluid levels, as fresh drinking water is always available in a cooler. Children's special dietary needs are carefully recorded and fully met. The pre-school makes very good use of its large outdoor play area to provide children with fresh air and exercise. Children can choose to play outside for most of each session and many activities take place outdoors in the summer. They ride an excellent variety of wheeled toys, collect leaves for the compost bin, climb and balance on large play equipment or use the slide. Indoors, there is plenty of space for children to move around freely pushing toy buggies and engaging in energetic role play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff have a very good understanding of all safety issues and they assign a high priority to protecting children from harm. The premises are secure as doors are locked and the outdoor play area is fully enclosed. There are very good systems for managing security when parents arrive to deliver or collect children. Children choose from an extensive range of toys and resources both indoors and outside which are maintained in a safe and clean condition. There are effective systems for regularly checking all resources so that they are safe for children's use. Play materials are well organised and stored at low levels so that children can choose safely and independently.

Children play in a safe environment where staff allow them to take risks, in carefully controlled conditions. For example, children use saws, hammers and nails to develop their skills, while staff supervise them closely and teach them safe ways to manage such tools. Risk assessments are carried out regularly and daily checks are made of all areas used by children. Temperatures of heaters and hot water are carefully regulated and good use is made of gates, such as across the kitchen to keep children safe. Children learn to be aware of their own safety as staff explain, for example, why they should not climb on furniture. They are protected in emergencies as evacuation procedures are clearly displayed and regularly practised. Staff have completed appropriate training in safeguarding issues and procedures and they have a clear understanding

of current practice. Consequently, children are well protected from abuse or neglect and staff respond appropriately to any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy an excellent variety of play experiences. Staff use the Birth to three matters framework and the Foundation Stage curriculum to plan themes and activities which effectively promote the development of all children attending. Sessions are well organised to include extended periods of free play with a good balance of adult-led and child-initiated tasks. The day also includes well planned whole-group activities, when children sing, share stories or discuss letters and numbers. The pre-school offers a wide range of sensory activities, such as using sand, water, dough, paint or natural materials in the garden. Children become very confident and independent in choosing their activities and organising their play. They concentrate very well at chosen and adult-led tasks.

Nursery Education

The quality of teaching and learning is good. Staff plan exciting topics and activities, which cover the whole curriculum and challenge children in all areas of learning. Children's achievements are noted and records include evidence of their progress towards the early learning goals. Staff know their key worker children well and successfully adapt activities to meet their individual learning needs although they do not set clear targets for future development. All staff have a good understanding of the curriculum and they consistently use questions and discussion effectively to promote children's language and skills. Consequently, children make good progress in all areas of learning.

Children become very imaginative in their role play often organising their play independently for long periods, and sometimes being very effectively challenged and extended by staff. They develop their creativity through a wide variety of art and craft activities including painting, drawing, making collages or using dough to make models. They sing familiar songs and enjoy using musical instruments. Children develop a clear understanding of the natural environment and how to care for it as they collect fruit peelings and leaves to make compost, then use this when planting bulbs or seeds. They make excellent progress in their understanding of technology as they use computers and programmable floor toys. They develop a very good sense of time and place, through constant discussions with staff about events in their lives and places they have visited.

Children develop a love of books as they enjoy sharing stories with staff or other children, making good use of the comfortable and attractive book area. They recognise their names and discuss initial letter sounds. Children talk very confidently and they write or draw for different purposes. They count and explore number patterns, through a wide range of daily tasks and activities, such as when making patterns with coloured discs. Able children are challenged to consider one more or less and to compare groups of objects. Children become skilful in their use of wheeled toys which they push, scoot or pedal with very good co-ordination. They use small equipment, such as brushes, scissors and hammers with increasing control.

Helping children make a positive contribution

The provision is outstanding.

Children are nurtured in an environment which is fully inclusive and very supportive of every child and every family. There is an excellent ethos of caring for individuals and meeting their particular needs. Children with learning difficulties and/or disabilities receive excellent support, as staff implement the recommendations of other professionals and devote time to promoting their progress. Those who speak English as an additional language are very well included and staff use pictures and signing to help with communication difficulties. All faiths and cultures are respected and activities are adapted to meet the needs of minority groups. Children use a variety of resources, such as books, dolls and dressing-up clothes, which help them to value diversity.

Children's spiritual, moral, social and cultural development is fostered. Children respond to the enthusiasm of staff and experience wonder at new experiences, such as exploring the inside of a coconut. They learn to share and take turns as staff very effectively explain the needs of other children and praise thoughtful behaviour. Children generally behave well as they respond to the pre-school's clear routines and high expectations. Challenging behaviour is managed very positively and consistently and children make excellent progress in learning social skills. Staff praise children's successes, such as when they listen well in whole-group sessions effectively promoting their self-esteem.

Children benefit from the pre-school's very good systems for communicating with parents. Policies and procedures are shared in the prospectus and regular newsletters provide further helpful information about children's care. Children take story books home to share and they each have a contact book, which includes photographs and comments about all aspects of their care. Parents also use these books to convey important information to staff. Partnership with parents and carers is good. The prospectus includes clear information about the Foundation Stage curriculum and suggestions of ways in which carers can support their child's learning. Contact books include details of children's achievements and show their overall progress although targets for future development are not systematically shared so that parents can help children to achieve them. Development records are always available for parents to see, although the detail of children's progress towards the early learning goals is only systematically shared when children move on to school.

Organisation

The organisation is good.

Children benefit from the pre-school's effective organisation of time, resources and staffing. Sessions are carefully planned and staff work very successfully as a team supporting and encouraging children in their development. Space is used creatively to provide a wide range of play opportunities both indoors and outside. Staff make very good use of displays and resources, to create an attractive learning environment for children. Children enjoy the facilities of clean, safe and spacious premises. Documentation is used effectively to underpin all aspects of their care, although policies and procedures are not always systematically reviewed and updated and some documents are not shared confidentially with parents.

Leadership and management are good. The supervisors are well qualified, experienced and very competent in leading a skilful and effective staff team. There are good systems for monitoring the quality of nursery education including comprehensive evaluations of all activities and regular supervision of all staff. The supervisors provide strong leadership in promoting and modelling

good practice and they are supported by a dedicated committee. Staff ratios are good, adults are thoughtfully deployed to promote children's development and staff induction procedures are comprehensive. The pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, staff agreed to record evacuation procedures and to develop a staff induction system. Children's care is now more consistent as regular fire drills are recorded appropriately and new staff are carefully inducted into the group's systems, policies and procedures.

At the last Nursery Education inspection the pre-school was asked to develop planning and assessment systems, ensuring that all areas of learning receive sufficient coverage and that assessments are appropriately detailed. The group also agreed to improve staff deployment so that children can learn from all activities. Staff now work very effectively to support children's learning. Their deployment is well documented and thoughtfully executed so that children's development is consistently promoted through good interactions with adults. Planning systems are regularly reviewed and now ensure that children have access to all aspects of the curriculum. Assessment systems include evidence of children's achievements, but they do not comprehensively track their progress through the stepping stones or set targets for future development. Staff effectively challenge or support children according to their individual needs, but they do not fully involve parents in working towards the next steps in their child's development.

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.

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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):

- make sure that children's care is always supported by current and comprehensive documentation, including regularly updated policies and procedures and accident records which are shared confidentially with 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 assessment systems so that they show clearly how children are making progress towards the early learning goals. Use this information to set targets for future development, which are shared with parents, so that they can fully support learning.

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