

Bright Futures Pre-School

Inspection report for early years provision

Unique Reference Number	110508
Inspection date	06 December 2007
Inspector	Tonia Chilcott
Setting Address	Kimpton Village Hall, Kimpton, Andover, Hampshire, SP11 8NU
Telephone number	01264 771583
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Registered person	The Trustees of Bright Futures Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Bright Futures Pre-school opened in 1977 and is located in Kimpton Village Hall, Kimpton, near Andover, Hampshire. Children come from the village itself and the surrounding rural area. The preschool is open on Mondays from 13.00 until 16.00 and on Tuesdays, Wednesdays, Thursdays and Fridays from 09.15 until 12.00 during school term times. The premises are shared with other users; temporary fencing is erected to provide a secure outdoor area.

The pre-school is registered to provide care for 18 children aged from two to five years. Currently, there are 16 children on roll, including 10 children who receive funding for nursery education.

There are five staff who work with the children. Of these, three have appropriate early years qualifications at National Vocational Qualification Level 3 and two are working towards such qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding of personal health and hygiene practices, as these are generally well promoted by staff throughout the day. For instance, children are aware of the need to wash their hands before eating and after using the toilet and do so, often without the need to be reminded by staff. Children are protected from the spread of infection whilst using individual hand towels after washing their hands. They confidently choose a hand towel and then place the soiled towels in the bin provided, thus ensuring that the towel is only used once. Children receive appropriate treatment in the event of an accident or injury occurring at the pre-school as sufficient staff with up to date first aid training are on site at all times.

Children enjoy a range of healthy and nutritious snacks that are prepared daily. Staff are vigilant in ensuring that snacks are prepared in a manner that ensures that risk of cross contamination is minimised. For instance, staff consistently make sure that they wear a disposable apron whilst preparing snacks on surfaces that have been cleaned thoroughly before use; tables are cleaned with anti bacterial solution before children sit down to eat. Systems are in place and well understood by staff, to ensure that the individual dietary requirements of children are taken into account whilst preparing and supplying food, drink and resources to children.

Children negotiate space well whilst playing amongst one another. For example, whilst taking part in the road safety activity as a large group, children move to avoid one another, whether walking, riding tricycles or pretending to cross the road. They learn to dress themselves whilst taking part in dress rehearsals of nativity plays or when dressing up as part of their imaginative play. Some children use tools such as scissors confidently when they are available during art and craft activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are happy and settled within the warm and welcoming environment. Staff make good use of the available notice boards to display a good range of examples of children's work and posters, ensuring that children feel valued and welcome. They access a good range of toys and materials, some of which are kept in low level storage that enables the children to freely make choices, selecting the toys of their choosing. Systems are in place, and followed by staff and parents, to ensure that toys and materials are clean and suitable for use. Risk assessments are completed before children access the outdoor area and local park, to ensure that both areas are safe and free from hazards.

Children learn to keep themselves safe whilst taking part in a range of activities. For example, they gain an understanding of road safety whilst riding tricycles and taking part in the road safety activity with staff. They learn to cross the road using both a zebra crossing and traffic lights, and through discussion with staff whilst playing, many understand the significance of traffic lights. Children learn about fire safety when taking part in regular fire drills. Children are well protected by staff, who have a thorough understanding of child protection and the procedures to follow. Comprehensive policies and procedures are in place and effectively implemented by staff to keep children safe. The policies are shared with parents to ensure that they remain fully aware of the settings responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school. They arrive eagerly and cheerfully, keen to join in the activities and the session. They are relaxed and settled within the warm and caring environment and benefit from the good relationships they have developed with one another and staff. Children benefit from the good variety of toys and resources, most of which is easily available to children.

Nursery Education

The quality of teaching and learning is good.

Most staff have a secure knowledge of the Foundation Stage and ensure that children are provided with a range of planned activities which are linked to the stepping stones. Staff carry out observations which are added to individual child records. However, these are not always recorded against the correct learning outcome and therefore do not allow an accurate record of progress to be highlighted at all times.

Staff make generally good use of time and resources and children are generally well engaged in activities, however, on some occasions children lose interest during large group activities. Staff work very well together as a team, having a good understanding of their own and other's roles. All staff are fully committed to improvement and as such fully engage in the inspection process; quickly implementing any recommendations.

Children are happy and settled, consequently enjoying their time at the pre-school. Some children concentrate well during self chosen activities. For example, children are fully engaged in the task of separating the various grains and pulses, whilst playing with the sand alternative. They focus on their own idea of sorting and pouring the various grains for long periods, until they are satisfied with the end result. Many children happily speak in a familiar group, taking time to listen to others whilst others confidently stand and tell the whole group about events that have happened whilst at home.

Many children enjoy books and some have learned to handle books correctly, gently turning the pages. Some children listen to their favourite stories, often joining in and repeating the key phrases that they recognise; however, large group story time often fails to engage all children and children are distracted at times when parents arrive at the setting. Some children count to five and beyond, occasionally using mathematical language within their play, although at times, staff fail to capitalise upon opportunities to extend children's understanding of number further. Whilst some children are able to write their own name and most recognise their written names, children do not consistently learn that English print reads from left to right.

Children's imaginations are developing well. Some enthusiastically engage in imaginative play, and use the available resources well to support their play, for example, whilst trying to ring home and persisting until the phone is answered. Children are beginning to build a repertoire of songs and many eagerly join in singing Christmas songs, matching movements to the music. Some children are beginning to recognise a range of different colours, for instance blue and yellow, talking to staff about the different colour of the available paint.

Helping children make a positive contribution

The provision is good.

Children are happy and settled within the caring environment. They behave well in response to praise and encouragement from staff throughout most of the session, although occasionally some become distracted in large group activities. Children develop a sense of community and a positive understanding and appreciation of different cultures whilst taking part in interesting and enjoyable activities. Children with identified learning difficulties or disabilities or English as an additional language are supported by staff, who have systems in place to allow them to assess the needs of children and then plan activities to support the children's learning; however, some staff do not have a full and clear understanding of inclusive practice. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Children benefit from the good relationships that are forged between staff and parents. Newsletters are provided to parents regularly, and information boards are used to provide information to parents about policies and procedures about the setting, and further information that may prove useful to parents. Parents are involved in their children's learning as they are kept informed about topics and themes and their children's development, many having seen their children develop whilst at the setting. Parents find staff friendly and approachable. Parent's opinions are often sought through verbal discussion and written questionnaires and their opinions valued and welcomed. Although parents have regular opportunities to discuss their children's progress with staff, observations of children's progress are not always recorded against the correct learning outcome, consequently not providing an accurate picture of progress.

Organisation

The organisation is good.

The staff team are suitably experienced to work with children, with a good level of staff being fully qualified; they are fully committed to updating and furthering their knowledge and skills. Effective procedures for the appointment of staff and an induction programme are in place. All required documentation is in place, and most records are completed accurately, however, occasionally records of children's attendance are not updated as children arrive and therefore, at times, do not provide a clear picture of when children are present. Space is organised well to ensure that children are able to play freely and safely within defined areas, whilst being supervised throughout. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good.

The day to day management team and staff, display a high commitment to improvement, for instance through taking an active part in the inspection process, welcoming the opportunity to identify areas to develop further. This is further enhanced by the effective links that have been developed with other agencies such as the Preschool Learning Alliance (PLA), to seek advice and support. Appraisals of staff are undertaken on a regular basis. This enables both staff and the managers to identify any training needs and consequently source any appropriate training.

Improvements since the last inspection

At the last inspection the pre-school was asked to provide resources and activities to help children develop their bodies, using large muscle control. Children now access a range of activities both inside, and outside of the setting that promote physical development. For example, children regularly access tricycles and climbing resources. The setting was also asked to provide resources to help children learn about the wider world and the different cultures within it. Children now access and enjoy a good range of resources and activities that enable them to learn about the wider world. The pre-school was also asked to evaluate and improve planning to include learning out-comes. Staff regularly review planning systems to ensure that planning takes into account the identified next steps in learning for individual children and that planning clearly highlights the intended learning outcome of activities.

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):

- further develop the current systems to record details of children's arrival and departure, ensuring that it is completed promptly as children arrive
- continue to improve staff's understanding and practice relating to inclusion

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):

- consider the organisation of the sessions and large group activities to ensure that children are fully engaged throughout
- ensure that observations of children's progress are recorded against the correct learning outcome to ensure that an accurate picture of progress is maintained, increasing staff knowledge of the Foundation Stage as appropriate

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