

Banwell Buddies

Inspection report for early years provision

Unique Reference Number	115232
Inspection date	28 November 2007
Inspector	Rachael Williams
Setting Address	Rear of Banwell Primary School, West Street, Banwell, North Somerset, BS29 6DB
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Registered person	The Trustees of Banwell Pre-School Playgroup
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?

Banwell Buddies is a well established group situated in the vicinity of Banwell Primary School. The group is run by one management committee. Children are cared for in the play room and have access to toilet facilities. There is an enclosed terrace, school playground and field used for outside play.

The group opens Monday to Friday during term time only. At present, it opens from 09.00 to 11.30 and 15.15 to 18.00. As numbers increase a lunch club and afternoon session may be included. The group offers care for children between the age of two and under eight years. Currently 48 children attend throughout the week on a variety of sessions. There are 18 children in receipt of early years funding. The group is currently supporting children with learning difficulties and/or disabilities.

There are currently nine part-time members of staff working directly with the children. Four of these hold a Level 3 qualification in early years and an action plan is in place to show how a fifth member of staff is working towards a recognised qualification. The group is receiving support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy lifestyles. Younger children enjoy pre-prepared, healthy and nutritious snacks, such as grapes and banana, whilst older children make healthy choices as they prepare their own sandwiches in a clean and well maintained kitchen. Children access water as required during their play to ensure they remain hydrated throughout the session. Children have valuable opportunities to be outside in the fresh air and to be physically active. Older children enjoy using small equipment, such as balls, quoits and skipping ropes. Younger children are encouraged to catch and throw a hoop, however, they are not effectively challenged to develop new skills.

Children are well cared for in an emergency as key staff have relevant first aid training which is regularly updated. There is an appropriately stocked and maintained the first aid box which is easily accessible. Comprehensive documentation is promptly shared with parents, such as medication and accident records. There is a strict exclusion policy to ensure children are protected from illness and infection.

Children learn about good hygiene through consistent, well-established daily routines. Children carefully and conscientiously wash their hands, using water and liquid soap, before eating their snack and after using the lavatory. Individual paper towels and hygienic nappy changing arrangements ensure that children are protected from the spread of infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a vibrantly coloured and well-organised environment. It is warm and welcoming for parents and children, for instance colourful displays at eye level and well-defined interest tables create a comfortable environment. Children benefit greatly from the free flow provision which fully encourages their independence, for instance they are able to visit the toilets independently and play on the terrace. Children have access to an abundant range of high-quality toys and resources which are safe, hygienic and easily accessible.

Effective use of risk assessments and daily checklists ensure children are closely supervised by vigilant staff who take prompt action to reduce hazards. Children become aware of their own safety as they are given clear explanations, for instance why they should not stand on chairs or run around without shoes. They are fully involved in safe, emergency evacuation procedures and are able to give clear explanations as to why fire drills are carried out. Children benefit from a secure environment which is well monitored to ensure children cannot leave the premises unsupervised. For example, in the morning session there are clear collection arrangements to ensure suitable adults collect the children. On the whole, the premises are well monitored through the use of a daily register, however, adult attendance is not consistently completed.

Children's welfare is safeguarded as the staff have good knowledge of child protection issues including confidential recording of incidents, the possible signs of abuse or neglect and the procedures to follow in order to ensure children's well-being. There is a designated member of staff who has relevant, on-going training who oversees staff's awareness of the child protection policy and other relevant literature which is readily available.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy a rich and varied range of activities which stimulate their learning and development. They are cared for by caring staff who have good knowledge of their individual needs. The out-of-school children enjoy a range of activities both planned and child initiated according to their interests and capability. For instance, children use a craft book to decide which activities they would like to do in the future so that they can be appropriately resourced. Good relationships ensure children are confident, independent and develop good self esteem. For example, snack time after school is a sociable occasion where staff sit with the children and engage them in meaningful conversations about their day.

The well-organised sessions and well-equipped provision creates an environment which is conducive to learning and thoroughly supports children's independence. All children develop natural curiosity through good play opportunities and first-hand experiences. For younger children their language and mathematical thinking is being developed, however, there are limited opportunities to support this through their daily routines.

Staff make regular observations and, in the pre-school, record what children do to help them plan their next steps in play and learning. Children are offered good support and staff listen to what children have to say and respond appropriately, for instance extending their vocabulary by asking relevant questions.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals in most areas of their learning. They are involved in a broad range of experiences with good balance between adult led and child centred approaches. Staff have sound knowledge of the Foundation Stage curriculum exhibited in the clear learning intentions of planned activities, sensible expectations and the daily evaluations which influences future experiences. Staff have good knowledge of children's individual needs and during planning meetings identify which children would benefit from certain activities to challenge their learning. They make relevant observations of the children's achievements and use these constructively to clearly document children's progression towards the early learning goals. Children are given clear direction from staff to ensure they understand what is expected of them during the focus of activity, such as making a Christmas cake, and to encourage them to reflect on past activities.

Children are developing good communication skills. Staff are good role models, encouraging children to be active listeners and to communicate in a variety of ways when in small groups. For example, a practitioner supports children to explore the process of manipulating the play dough through using such words as 'roll' to describe the activity. Children imitate the vocabulary and use it in their play. Lengthy whole group times do not consistently encourage children to sit, listen and concentrate and some are easily distracted, such as developing a tea party with a range of props, which disturbs older and more able children. Children confidently ask questions. For example, whilst cooking a child points to the scales and says 'what's that for?'. There are few opportunities for children to write for a purpose, such as in their role play, and staff are not regularly observed writing or mark making.

The well-equipped and effectively organised provision helps children to be independent learners. They access activities that interest them confidently and through good relationships with their peers and staff they are very settled. Children's independence is thoroughly supported through

the use of a café style snack where children confidently choose a selection of fruit and an appropriate drink. Children are aware of their own personal needs and visit the toilets independently.

Children show curiosity. They are keen to be involved in new experiences and watch while a group of children mix the Christmas cake. Children offer valuable suggestions on why the flowers float in the water tray and confidently explore and investigate its properties. There are few opportunities for children to be engaged in calculation and problem solving in daily routines. The children recite numbers well, for instance when counting to the number of the week and counting along with a member of staff to see how many children are present. Children use tools purposefully, such as a mouse to operate a computer, spoons to mix the ingredients and rollers to manipulate play dough. Children move well, avoiding obstacles and creating pathways, for instance along the coloured lines or jumping to play hopscotch.

Helping children make a positive contribution

The provision is good.

Children are confident and happy within the well organised setting where they are able to self select from all activities and resources independently. Staff have good knowledge of children's needs and interests and value and respect them as individuals. In particular, children attending the out-of-school provision are able to share their experiences of how their day has gone, with interested staff. Clear information is gained from parents to ensure differences are acknowledged and respected which is regularly updated and reviewed. Children begin to understand the importance of village life and the wider community through topics, visits and appropriate resources to reflect the diversity in our society. The provision is fully inclusive. Children with additional needs are well supported to ensure their welfare and development is fully promoted through effective staff liaison. Children's spiritual, moral, social and cultural development is fostered.

On the whole, children's behaviour is good and they are clear on expectations and boundaries as they are given clear guidance by practitioners. Appropriate strategies are used to manage behaviour, such as negotiation, discussion and timeout which are consistently applied. On the whole, incident records are used appropriately, however, some incidents are overlooked, hence staff are unaware of the patterns in behaviour.

Partnership with parents is good. Strong relationships with parents contribute significantly to children's well-being within the setting. Children are cared for in accordance with parents' wishes, which includes a flexible settling in period. Parents contribute greatly to the running of the group as a dedicated committee has been established to, for example, have responsibility for fundraising. Parents contribute their skills to support the group and their children's learning. However, children's achievements from home are not recorded to support children's progression towards the early learning goals. Parents are regularly informed of their children's achievements through key worker discussions and parent consultations.

Organisation

The organisation is good.

Children are cared for by a team of enthusiastic, experienced and well-qualified staff who are skilled at meeting children's individual needs. Robust suitability, recruitment and induction arrangements ensure that children are cared for by adults who are suitable and have been appropriately screened. Staff are keen to update their knowledge and through annual appraisals

their developmental needs are addressed. The operational plan is regularly reviewed and ensures the smooth running of the setting.

Children are cared for in a well-organised setting where they form a close relationship with their key worker. However, the key worker system is not effective as staff work part-time and contingency arrangements have not been fully established to support the children. Children are closely supervised and high ratios maintained. There is an accurate record of children's daily attendance. However, staff and visitor's hours of attendance are not consistently recorded promptly. All regulatory documentation has been established which underpins the good practice of the group. Confidentiality is maintained and all documentation is stored securely and is easily accessible.

The setting meets the needs of the children for whom they provide.

The leadership and management of the group is good. A strong and committed staff team and committee work closely together. They are proactive in identifying areas for improvement and have a clear direction. Staff are focused on helping children to make good progress and have a common sense of purpose.

Very good links have been established with the school to ensure the smooth transition for young children. The group have been proactive in gaining support from the local authority to monitor and evaluate the quality of the provision of nursery education. Their progression is regularly reviewed at staff and committee meetings.

Improvements since the last inspection

At the last inspection issues were raised relating to documentation, child protection, enjoying and achieving, behaviour and nursery education. The group have made good progress since a judgment of significant weaknesses and have addressed all of these issues.

Policies and procedures have been reviewed and updated to ensure they meet the National Standards to provide a provision which runs smoothly.

The child protection policy has been updated to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer. Staff are clear on the procedure to follow to ensure children's well-being.

Children are involved in a rich and varied curriculum which provides activities that are freely chosen by the children according to their interests. Staff interact well with the children to support their learning and development.

On the whole, behaviour is good and children are clear of expectations and boundaries. The staff use consistent behaviour management strategies.

Staff have attended training events both externally and internally to improve their knowledge of the Foundation Stage curriculum. They have used this developing knowledge to help implement new methods of planning to ensure a more balanced and broad-based curriculum. As a consequence, children make better progress with the support of informed staff.

The group have developed a system to monitor and evaluate the quality of the provision with the support of a teacher from the local authority. All staff are involved in the process and attend regular meetings to review progress. Thus, children now enjoy an improved nursery education.

Staff have a clear system in place to record children's progress based on clear and relevant observations which informs their planning and ensures sufficient support and challenge for all children.

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):

- ensure consistent completion of sessional register for staff and visitor's attendance
- ensure behavioural incidents are recorded

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):

- provide opportunities to challenge children in their calculation and problem solving skills, writing for a purpose and in their outdoor, physical play
- reconsider whole group organisation to encourage children to listen to others

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