

Burgoyne Heights Pre-School

Inspection report for early years provision

Unique Reference Number	127062
Inspection date	13 November 2007
Inspector	Mary Van De Peer
Setting Address	Alamein Close, Burgoyne Heights, Guston, Dover, Kent, CT15 5LY
Telephone number	01304 219319
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Registered person	Burgoyne Heights Pre-School Community Centre
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?

Burgoyne Heights Pre-School opened in 1995 and operates from several rooms in a Community Centre hall, in Dover, Kent. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 14:45, term time only. All children share access to a secure enclosed outdoor play area. There are currently 41 children aged from two to under five years on roll. Of these, 24 children receive funding for nursery education. Children come from the local community. The pre-school currently supports children with learning difficulties and/or disabilities as well as a number of children who speak English as an additional language. The pre-school employs seven staff. There are four staff, including the supervisor, who hold appropriate early years qualifications. There is one staff member who is working towards a qualification. The setting is a member of the Pre-School Learning Alliance. They receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's play areas are kept clean and organised. All children, even the younger ones, are learning about self-care and participate in effective personal hygiene procedures. They wash their hands before meals, after using the toilet or playing with creative play activities. An effective sick children policy is also in place. This results in the risk of cross-infection being kept to a minimum. Most members of staff have attended recognised paediatric first aid training and there is a well-stocked first aid kit kept close to the children's play area. There are well kept accident, incident and medication administration records, which parents sign when required. If children sustain any minor injuries, they are dealt with effectively. Staff have a sound knowledge and understanding of each child's stage of development. This means the youngest children are able to try out new skills, such as moulding salt dough. Physical development is good. Children's physical skills are developing well. They are able to use a wide choice of activities that contribute to a healthy lifestyle. There is a wide range of indoor and outdoor toys and equipment, for example a slide, climbing frame, sand and water play, threading, construction, puzzles and mark-making. They are beginning to develop self-confidence in their physical play and benefit from plenty of fresh air and exercise. A comfortable settee and cushions enable children to rest when they need to, this helps them learn to recognise their own body signs.

The pre-school supplies children's drinks and snacks but does not currently provide children's meals. Parents prepare their own children's lunch boxes and staff are developing ways of promoting nutritious and balanced diets. There is a selection of fruit and drinks, including milk and water, during snack time. Children are beginning to have an awareness about healthy eating. They each have their own cups and plates to help avoid cross-contamination. Children's individual dietary needs are catered for.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, clean and safe environment. Very effective risk assessments help ensure hazards are minimised. For example, sockets are covered and dangerous items are kept out of children's reach. This results in safe and child-friendly play areas. Children use low level tables and chairs and the toys and activities are stored at a safe and suitable height for children. The equipment that the children use is age-appropriate and is checked regularly for safety and hygiene. The outside play area is available for children to use every day. Staff make sure they achieve a balance between freedom and setting safe limits for the children they care for. Security is given high priority by staff and clear procedures are in place to protect and ensure children's safety when they are collected and on outings. An emergency evacuation procedure, involving the children, is carried out at regular intervals. This allows them to learn some sense of danger and gain knowledge about how to protect themselves from harm. Children are well protected by staff who have a clear understanding of child protection procedures and give good priority to their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The children really enjoy their time at the pre-school. The staff work hard to make them feel welcome and most of the children settle easily when they arrive. All staff have a good knowledge of both Birth to three matters and the Foundation Stage. This has meant they are able to provide the children with activities, equipment, different experiences which are fun as well as educational. Children have a wonderful time building constructions together, such as a boat and a bus, with the large wooden shaped blocks. They are learning to share and take turns, interacting happily with staff and with each other. Examples of children's work and colourful posters are displayed on the walls. This helps to build children's self-esteem. There is a very good selection of age appropriate activities and resources for the children to choose from. These cover the main areas of development, for example an excellent role play section to encourage imaginary play and a creative area where they can experiment with various different art and craft materials, such as paints, glue, salt-dough, foam shapes and dry pasta. Many children participate happily in singing rhymes together and learning to use the musical instruments in time to the sounds of the words. There is also a quiet area where the children can relax and look at books. A telephone, keyboard and remote control toys help children gain familiarity with information and technology. A snack bar allows children to choose when they have a break and something to eat and drink. They are provided with opportunities to cut up fruit and pour their own drinks from jugs. This allows children to develop their independence and make their own decisions and choices.

Nursery Education

The quality of teaching and learning is good. Children are able to learn, experiment and have lots of fun using good quality activities and resources. This supports them in all areas of learning. The children are keen to learn and confident enough to try new experiences. They love listening and taking part in stories, eager to lift flaps in books to reveal a surprise picture. Children speak well and with confidence, even those with English as an additional language. A well resourced mark-making table enables children to learn how to make marks to represent their ideas, for example, by using chalks and crayons. More able children attempt at writing the letters appearing in their name. Role play areas are used constantly by the children. Children are able to count and recognise numbers well. However, there are occasions when staff are not consistent in providing activities which encourage children to learn more about quantity and problem-solving. Children work well together, for example, constructing and joining in outdoor games. Right from the start, staff find out about children's skills, interests and needs. This information influences and helps form the play plans. Ongoing observations and evaluations help identify children's next steps in their learning. Staff monitor and record children's achievements. They also assess different activities to see how successful they are. This enables children to benefit from appropriate challenges in their play.

Helping children make a positive contribution

The provision is good.

The pre-school has a high number of Nepalese children attending. There are also several members of staff from the same part of the world, who work in the pre-school. Their presence helps settle the children in more quickly. They communicate using English and their own language. All the children play very well together. Although so far unsuccessful, the staff are exploring ways on how they can obtain a few Nepalese books and other activities to help provide all the children with a wider range of relevant resources. Although there are activities reflecting

positive images from other cultures and disabilities, these are not made available for children to play with every day. The pre-school has effective arrangements to care for children with learning difficulties and disabilities. A co-ordinator ensures all children receive the support they need to progress. Individual plans mean they are appropriately monitored so they can learn and develop at their own pace. Children receive lots of praise for their achievements and staff are enthusiastic about giving encouragement. The positive behaviour management strategies are shared with parents. Staff are good role models; they help children learn the importance of showing respect for each other. Samples of children's work is on display throughout the pre-school, promoting their self-esteem. Children receive good care and support from the staff. The pre-school has an open door policy and parents confirm that they feel able to approach staff for advice about their child. They receive a good insight into how their children develop through verbal feedback about their children's well-being and progress. Some of the pre-school information is also translated into Nepalese so that all parents are aware of what is happening within the pre-school. This helps ensure children receive continuity of care.

The partnership with parents is good. Parents receive regular, clear information about their children's progress and development, for example, through regular updates about their achievements. Foundation Stage curriculum plans are displayed, showing the aims relating to the early learning goals. The pre-school provides written information about the care and education children receive. This format is currently being reviewed and re-written to make it more informative and easier to read. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The pre-school is well organised. The indoor space provides good play opportunities for all the children. The outdoor space is new and staff have plans to develop it further. All legally required documentation and record-keeping is in place. This contributes to children's health, safety and well-being. The Ofsted registration certificate and the public liability information, is displayed for parents and visitors to view. There is an effective and robust staff recruitment procedure. The induction and appraisal system is also good. Children benefit from qualified, experienced and caring staff. This helps ensure that the pre-school's policies and procedures are consistently applied. In addition, over half the staff hold a current paediatric first aid course certificate. All staff are committed to the continuous improvement and development of the pre-school. They regularly reflect, monitor and improve the quality of the care and education they provide for children.

The leadership and management of the pre-school is good. The supervisor has lots of experience, enthusiasm and commitment, which in turn motivates staff. She is continually looking for effective ways to develop and improve the pre-school in all areas which will subsequently improve the learning experiences for children. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The pre-school had three recommendations raised at the last inspection.

The first one was for the staff to display positive images from the cultural backgrounds that are represented in the group.

Action taken: Posters and photographs of children who attend the pre-school are displayed on the walls of the play areas. They are playing together and taking part in different activities. This provides positive images for all the children and helps promote their self-esteem.

The second recommendation was for the committee to ensure the child protection procedure for the pre-school complies with Local Area Child Protection Committee procedures.

Action taken: There are now new Safeguarding Children Board guidelines which all settings have to follow. The pre-school has ensured that their own child protection procedures comply with these new guidelines. Children's welfare and protection is safeguarded.

The final recommendation was for staff to organise the space effectively so that all the children's needs are met, particularly during rest time.

Action taken: The play space has been re-organised to take into account children's needs. A quiet area for rest or sleeping has been arranged. A settee and cushions are provided so children can feel comfortable and secure. As the majority of children do not require a sleep the space is also used as the book area.

Complaints since the last inspection

Since 1 April 2004 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):

- increase the availability of books and other resources that reflect positive images of culture and disability, so children can access them on a daily basis

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):

- ensure children are able to experiment and learn about quantity and simple problem-solving through the provision of additional resources and activities

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