

Burton Pre-School

Inspection report for early years provision

Unique Reference Number	317487
Inspection date	27 February 2008
Inspector	Lisa Patterson
Setting Address	Burton Memorial Hall, Burton, Carnforth, Lancashire, LA6 1HR
Telephone number	07759245984
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Registered person	Burton 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?

Burton Pre-School opened in 1991 and operates from two rooms and associated facilities in a village hall. The pre-school is situated in Burton-in-Kendal. A maximum of 48 children may attend the facility at any one time. The setting is open each weekday from 09.10 to 11.40 and on two afternoons from 11.40 to 15.00 in term-time. All children share access to a secure enclosed outdoor play area.

There are currently 47 children on roll aged from two to under eight years. Of these, 28 children receive funding for nursery education. Children come from the village of Burton-in-Kendal and surrounding areas.

The pre-school employs six staff. Five of the staff including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from infection and staff take good care of them in the event of an accident or becoming ill because procedures are well implemented. Many of the staff hold current training in food hygiene and first aid, and documentation is in order. Children learn to understand simple good health and hygiene practices through washing their hands at appropriate times and being encouraged to blow their noses independently. The routine offers time for resting and also time for physical play both indoors and outdoors. This promotes a healthy lifestyle.

Children enjoy a good selection of nutritious and balanced snacks including various fruits and vegetables, and drinks of milk or water. Fresh drinking water is available at all times. Dietary requirements are well understood by staff who take account of these when preparing foods. Parents are encouraged to provide healthy packed lunch boxes through workshops and children talk freely about which foods give them muscles. This promotes their good health. Inappropriate storage of packed lunch boxes increases the risk of bacteria in chilled foods.

Children have many opportunities to be physically active during the continuous provision and planned activities, both indoors and outdoors. They confidently pedal trikes and bikes, and tunnel, climb and slide on apparatus with ease. They use tools competently to make models, write their names and create paintings. This develops their gross and fine motors skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a warm and welcoming environment. Staff make good use of the limited display space to provide stimulating and relevant displays, which are used to promote children's learning. Activities are laid out prior to arrival and children self select confidently from well organised, labelled and easily accessible storage. Thorough risk assessments ensure play spaces, both indoors and outdoors, are safe and free from hazards and children are able to take trips in safety. Children know what to do in an emergency because regular evacuation practises are carried out and evaluations are used to develop practice. Security has been identified as part of the ongoing risk assessments and remains an issue. This presents a risk to children.

Children are safeguarded because staff have a secure understanding of the procedure to follow in the event of a suspicion of abuse. Five members of staff have recently attended training. The policy does not make reference to the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the setting. They self-select from a good range of well organised resources and planned activities, which develops their independence and gives them the freedom to explore their environment, both inside and outside. Staff show a genuine interest in the children. They give real answers and honest responses to questions, and always sit at child level. They encourage their development through asking questions and praising their efforts, for example, when a young child attempts to write his name, staff give praise for the marks he makes and asks if it is alright if she writes his name on too. Children use their own

initiative during planned activities and are encouraged to be creative, for example, during a rocket making activity, children had the freedom to explore the materials and create individualised models. This allows children to express themselves freely.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage curriculum and implement this effectively in helping the children succeed. They ensure their knowledge is current through attendance at relevant training events and by acting upon advice and guidance from the local authority. There is a broad range of planned activities and continuous provision based around a central theme which changes approximately every two weeks. Staff are well deployed, enthusiastic and motivate the children through becoming involved in the activities, for example, footprints with paint and making marks with shaving foam. They encourage children to use their initiative during activities, for example, children add resources to the shaving foam activity to make different marks. Planning and assessment are linked and differentiation ensures there is a broad range of learning intentions, however inconsistencies in assessment means next steps are not always clearly identified and the curriculum is not sufficiently monitored to provide equal coverage of all areas of learning.

Children are interested and become engrossed in activities because staff interactions motivate and extend their play, through offering new information in the form of discussions, books and pamphlets. Children are making good progress across all areas of learning. They are encouraged to fasten their own coats, help to prepare snacks, and to make marks in the evolving writing area and on the wall outside. They sit quietly during story times and staff bring the books to life through resources and by including the children. Children have a good understanding of number and many are able to count up to and beyond 10. Some are able to count backwards. They recognise numerals and learn about measurement through practical activities. Children are competent in the use of the computer and digital camera and learn about the world through visits to the library bus, walks in the village and a new recycling initiative. Children enjoy many creative opportunities and are encouraged to express themselves freely. The physical environment and daily activities are not sufficiently used to extend children's learning about print, problem solving and self-care skills.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered.

All children are valued and included in the life of the setting. Staff show warmth, kindness and respect for their wishes and understand their individual needs. Photograph booklets, displays of work and staff interactions help children to develop a sense of belonging and they benefit from a wide selection of toys, books, activities and resources, which help them to value diversity.

Children respond well to high expectations of behaviour. They share and take turns, and staff calmly explain why certain behaviours are not acceptable. Children take great delight in celebrating each other's work during circle times and staff show respect for their creations by asking them prior to writing on their name on. Staff are good role models and thank children for waiting patiently. This encourages an understanding of the moral codes of society and develops an atmosphere of mutual respect.

Partnership with parents and carers is good. Parents receive a wealth of information both prior to leaving their child and during the placement. There is a flexible settling in period, which is tailored to the needs of the child and their parents. Information about progress is readily available through parents evenings and regular contact. Children are encouraged to carry on their learning at home through taking home reading bags and continuing topics at home, for instance, counting windows on their houses. Such partnership enhances the education and care offered in the setting.

Organisation

The organisation is satisfactory.

Children are cared for by a staff team who are committed to continual improvement. They attend a good deal of training and use this to develop their practice and the provision as a whole. Ratios and staff deployment positively support the children, who are offered one-to-one, small and whole group activities. This ensures all learning styles are catered for. All required documentation is in place, although hours of attendance are not always clearly recorded in the attendance register and confidentiality is sometimes not maintained within documentation. The special educational needs, complaints, child protection and behaviour policies lack some relevant details. This does not provide a current picture for staff and parents.

Leadership and management are good. Managers work well together and roles are clearly defined, which results in the effective operation of the pre-school. A clear monitoring process is in place, which includes all staff members, and this motivates and builds committed teams. The induction and appraisal systems work well in practice to develop the staff team and the setting as a whole. There is an open relationship with managers, consequently staff are valued. The curriculum is regularly evaluated and the staff work closely with the local authority in making adjustments and improvements to methods, planning, interactions and assessment. This demonstrates a commitment to continual improvement and enhances the provision.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

During the last inspection two recommendations were made regarding care and three recommendations regarding nursery education. The provider agreed to secure the outdoor area and update the complaints policy. The provider also agreed to improve opportunities for extending problem solving and calculating, information and communication technology, and personal and social skills. Monitoring systems were to be improved and parents were to be more fully included in their child's education.

The setting produced an action plan outlining how each of these areas has been addressed adequately and observations during the inspection confirmed that the outdoor area is now secured and the complaints procedure has been updated, although this needs further attention to ensure it is fully in line with current guidance. Staff extend children's calculation and problem solving skills through planned activities and the children use a good selection of technological equipment with confidence. Behaviour is well managed and children respond appropriately to requests from staff and their peers, and share and take turns. Parents are included in their child's education through being invited in at the beginning of the session, regular parents evenings to keep them informed of their child's progress and there is a home link reading bag scheme. This ensures children are well cared for and their education is appropriate to their needs.

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):

- request and act upon advice from the Environmental Health department regarding the storage of packed lunches
- maintain the security of the premises during the hours that the pre-school is open
- update knowledge of the Local Safeguarding Children Board guidelines and update the safeguarding, complaints, behaviour and special educational needs policies
- record clearly the hours of attendance of staff and children and ensure confidentiality is maintained at all times.

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):

- make more effective use of everyday activities and the environment to develop calculation, language and self care skills
- monitor the curriculum more closely to ensure all areas of learning are being equally covered and ensure consistency regarding assessments to clearly identify next steps for learning which can be used to plan for progression.

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