

Langwith Bassett Pre-School

Inspection report for early years provision

Unique Reference Number	206806
Inspection date	19 June 2008
Inspector	Judith Rayner
Setting Address	Langwith Bassett Primary School, Bassett Hill, Upper Langwith, Mansfield, Nottinghamshire, NG20 9RD
Telephone number	01623 742236
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Registered person	The Trustees of Langwith Bassett 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?

Langwith Bassett Pre-School opened in 1996 and is committee run. It operates from a room within Langwith Bassett Primary School in Upper Langwith, Mansfield, north Nottinghamshire. Children have access to the pre-school room with an adjacent outdoor play area. Children attend from the Langwith area and surrounding villages.

The setting is registered for 16 children aged between two and five years old, accepting children from the age of two and a half years. There are currently 15 children on roll, 12 of whom are nursery funded children. The setting supports children with learning difficulties and disabilities. The setting is open five days a week from 12:30 to 15:00 Monday to Friday, during school term times.

The setting employs three members of staff. Of these, two hold appropriate early years qualifications. The other staff member has just completed training and is waiting verification for qualifying as a level three in childcare. The teaching method used is the Foundation Stage curriculum and they also incorporate the 'Birth to three matters' framework. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The health and welfare of children is promoted well. This is because the staff are positive in their approach and deliver messages to children in how to keep healthy. Children learn the importance of personal hygiene. They know to wash their hands after using the toilet and before eating and after they have played outside, or with messy play activities. They understand that germs, if not washed away, will make them poorly. This is further supported by staff because they provide activities and raise children's awareness to good practice. For example, staff invite the school health advisor in to talk to children and participate in activities about being healthy. For example, they look at their hands under ultra violet light highlighting germs on the their hands. This is also further supported because staff follow clearly written policies and procedures in the prevention of cross infection. Children's immediate medical needs are dealt with appropriately and promptly. This is because all staff hold a current first aid certificate and are confident in dealing with any accidents. First aid boxes are easily accessible with sufficient contents in place.

Children enjoy snack time. They learn the conventions of sitting at the table whilst eating food. They hold conversations with one another and adults. They enjoy washing their apples before they eat them and understand the importance of washing away any dirt or germs. The independence skills of children develop well. They access their own drinks from water bottles which are stored appropriately enabling easy access when they recognise that they are thirsty. Snacks provided are varied and offer children healthy options, such as fruit and milk.

All children spend time outside and are offered a suitable range of resources, toys and equipment to enhance their large muscle skills whilst enjoying the fresh air. Children enjoy choosing whether to play inside or out and particularly enjoy time in the garden. They walk calmly to the garden but, once inside, run around climbing and balancing, throwing balls, digging in the sand and chalking on the boards. They are having fun.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Displays of children's colourful art work, posters, photographs and pictures offer a welcoming environment for children to play in. Storage of toys and resources which are clearly labelled and easily accessible to children, support and encourage them to make independent choices in their play. Activities are presented on low-level tables, free-standing or on the floor encouraging children to engage and participate in the play. For example, children rummage through the range of dressing-up clothes on the mat and boxes, and sit at the computer solving new games. Children's all-round development is enhanced. This is because the staff plan and provide activities, toys and resources that are age appropriate, in good condition, safe and stimulating.

Children's safety is promoted well. Good procedures and systems in place ensure children are protected. For example, children are unable to leave the premises unsupervised and unauthorised adults can not gain entry. This is because staff monitor the doors effectively, visitors are requested to sign in and out and the key pad numbers are only known by staff. Children learn about their own safety. For example, they know to walk to the bus stop and wait patiently for the bus on the road side. They learn about the dangers of the road such as cars and lorries.

Staff further support this by reminding children of the rules of good behaviour and ensure risk assessments have been undertaken prior to the trip, to minimise hazards and risks to children. Children do not have enough opportunities to learn about what to do should they need to leave the premises quickly. This impacts on the safety of children because they do not regularly participate in sufficient emergency evacuation procedures.

Children are suitably safeguarded. This is because the staff have undertaken training to increase their knowledge and understanding of their role and responsibility in protecting children. Staff are familiar with the possible signs and symptoms of child abuse and would not hesitate to make a referral should they have any concerns about a child in their care. Staff are confident to follow the local Safeguarding Children Board policy and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and confident in their play. They are very familiar with the routine of the session. For example, when they arrive they take their name card from the board outside and place it on the internal board ready for registration time. They quietly sit on the mat whilst others arrive. The independence skills of children is developing well. For example, from a young age they make choices in their play, self select from the range of resources and activities, and know what they want to play with whether inside or out. Children are forming good relationships with adults. They talk about the dressing-up clothes and what they want to be such as a butterfly, fly and princess. They listen to adult instructions and share ideas. For example, they sit at registration time and actively join in naming the colour, number and letter of the week. Children happily play alone alongside their peers and at times play together with the tractor and farm animals pushing the tractors around the floor whilst making noises of horses and pigs. The imaginative skills of children are developing well. For example, one child painted the whole piece of paper deep blue. As children were painting fish pictures a staff member asked the child where the fish were. The child replied, 'The shark has eaten them all'.

Children's all-round skills are developing well. Younger children's progress is monitored through the 'Birth to three matters' framework. Staff confidently plan play ensuring young children have good opportunities to develop their skills because they provide a good range of challenging and interesting activities for each individual child. Records are undertaken and these are shared with parents. For example, a creative folder with children's art work inside demonstrates the progress from when they first started at the setting.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge of the Curriculum guidance for the foundation stage and are effective in implementing this in play sessions to support children's all-round learning. Observations are completed on a regular basis and are used to denote the children's progress. Good assessments are made and clearly identify the next steps of learning for each child. Staff use their early years child care experience to ensure that children learn by providing a wide range of play opportunities which they support very well through asking thought provoking questions. Daily routines are mainly well-organised and provide opportunities for children to consolidate their learning. For example, registration time provides opportunities for children to count and recognise letters. However, the range and accessibility of resources and activities to extend opportunities for children to enhance their skills within the six areas of learning are sometimes less available. Staff are positive in attitude

and are proactive in undertaking training to enhance their skills and knowledge from which children benefit.

Children are progressing well in the six areas of learning. They are confident and happy and engaged in their play. They enjoy their time at the setting interacting with their peers and the adults as well as playing on their own. They are settled and familiar with the routine and the expectations that the setting positively promotes. Children know the various roles and responsibilities they have during the session and carry these out confidently. For example, they proudly explain the role of 'pre-school helper', serving out the milk at snack time and lining up first for the toilet and hand washing time and outdoor play. Children listen carefully to staff instructions such as when they are preparing to go on an outing to the library. They enjoy story time and listen to a story 'I don't want to wash my hands'. They participate with enthusiasm pointing out figures and characters such as the crocodile and refer to themselves when they wash their hands. Children develop their mark-making skills. They use marker pens and boards to form letters and shapes such as circles, linear lines and recognisable names.

The mathematical skills of children are developing well. They recognise and name a variety of shapes such as a circle, rectangle and square. Children use numbers in every day tasks such as confidently counting how many children are in the line and how many creatures are displayed on the number figures during registration time. Children learn about the local community. They travel on the bus to go and return from the local library to choose books and listen to stories. Children's awareness to other cultures and religions is developing. They spend time looking at books and participating in craft and food activities for Chinese New Year.

Children have good spatial awareness and confidently move around the tables and chairs. They easily put on and take off messy play aprons and hang them on the pegs once finished with them. Children engage in large muscle activities and confidently throw balls with strength and control. They balance well on climbing and balancing equipment concentrating hard as they manoeuvre themselves across the fixed climbing ladders, balancing poles and tyre. Children's small muscle skills develop well. They hold and use pencils and paint brushes confidently and easily turn pages in books. The imaginative skills of children are good. They happily join in singing their favourite rhymes such as 'Row, row row your boat' using expressive tones, loud and soft and then screaming when they see the crocodile. Children use a varied range of materials to explore and develop their senses such as water, glue and paint. However, there are less opportunities available for children to freely express themselves through creative art work because adults generally pre-cut and draw objects for them. Children enjoy dressing up with clothes and playing imaginatively being a fly and buzzing around their peers.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well. This is because staff know the children and have set up systems to ensure their ongoing needs are met effectively. For example, initial records are undertaken and these are regularly reviewed and updated as needs and circumstances change. Children learn about the world around them. They play with a sufficient range of resources that positively promotes the similarities and differences of people from around the world. Inclusive practice is actively promoted encouraging all children to feel valued and encouraged to participate in activities. For example, one child did not attend the outing to the library so staff gave the child the option to choose a book from the pre-school library enabling the child to be involved in the activity. The child fully participated and engaged with fun. There are suitable systems in place to meet the needs of children with learning difficulties and/or

disabilities. Staff have undertaken relevant training and work proactively with external agencies to meet the ongoing needs of the children. Staff deal with sensitive situations with care and consideration to the feelings of the family and child.

The behaviour of children is good. They are engaged in their play and are respectful to one another. This is because the staff promote a calm and relaxed atmosphere and ensure children are not bored. Appropriate activities are provided which are interesting and engage children's curiosity. Children's self-esteem is good. This is because children are valued and praised at many opportunities. For example, staff praise children with positive words such as 'that's brilliant' and 'well done'. Staff deliver clear and consistent messages to children about what is acceptable and what is not thus promoting children in feeling secure. Children's spiritual, moral, social and cultural development is fostered.

Children benefit well from the positive working partnership with parents and carers. A notice board provides a good range of information about childcare issues, registration details, policies and procedures. Parents and carers are welcomed in when they arrive and collect their children. Information is exchanged verbally every day and this is further supported with written information such as newsletters, committee meeting minutes and notices of outings and activities. The partnership with parents and carers of children in receipt of early education funding is good. Parents and carers are kept up to date with their child's progress through the Foundation Stage curriculum, discussions and looking at their child's development records. This is extended further as staff suggest further activities that could be undertaken at home with the family.

Organisation

The organisation is good.

Children are cared by staff that are suitably experienced and qualified. They are also protected from unvetted adults as all staff that work directly with them are suitable to do so. Children are closely supervised and not left alone with anyone who has not been vetted. Good systems in place for the recruitment and selection of staff. Training is encouraged and staff actively participate in 'in house' and external courses. Children benefit from staff's enthusiasm and motivation for increasing and developing their knowledge and skills in child care issues and education. Space, resources and time are suitably organised. Clear routines support children to feel secure. However, some aspects of the routine restrict children in finishing off activities such as dressing up as they have to tidy away thus preventing children the free flow and independent choices in their play. Staff deploy themselves effectively, ensuring child; adult ratios are well-maintained. Children are supported well because staff get down to the child's level as they sit at a table or on the floor with them engaging in the activities.

Records are accurate, up to date and regularly reviewed. A good range of written policies and procedures underpins the running of the setting to which staff adhere effectively. These are available for parents and carers to view. Records and documentation are held securely and confidentiality is maintained as only parents and carers have access to their child's records. All records, policies and procedures are regularly reviewed ensuring that the service delivered is monitored and evaluated to a good standard.

Leadership and management is good. The supervisor has worked hard to address the issues raised in the last inspection. Team meetings are held weekly to highlight any concerns or issues, and ways of improving are discussed and action taken. Consequently, children are offered a service that is regularly reviewed and positive action taken to raise the standard of learning

and care. The supervisor works effectively enthusing the rest of the team through praise and encouragement. The committee and staff team have a positive working relationship with the same goals to continually improve and raise the quality of the service offered. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection three actions were raised for immediate attention. These were to improve the safety of children, develop further the safeguarding procedures and improve records and written policies and procedures. Significant improvement has been made. Children are safe. Effective systems are in place to ensure children are unable to leave the premises unsupervised and unauthorised adults are unable to gain entry. This is because the staff are vigilant in monitoring the doors and supervising children effectively when using the toilet and playing outside. Fire drills are undertaken and currently staff are working proactively with the school for these to be undertaken on a more regular basis. This benefits children as they learn what to do should they need to leave the premises quickly. The safeguarding of children is suitable. This is because staff have undertaken recent training in developing their knowledge and understanding of child protection issues. They are confident to follow the Local Safeguarding Children Board policies and procedures and deal with any concerns they have regarding a child in their care. Records and written policies and procedures are accurate and up to date. They are regularly reviewed. This ensures that staff, parents and carers are aware of how the setting operates and that it runs smoothly.

At the last early education inspection, recommendations were made to improve the links between observing and assessing to children's individual progress and provide more choices in free play for children to enhance their all-round development. Good improvement has been made. Staff have a good understanding of how children progress through the stepping stones. This is because they undertake observations and assessments with clear indicators to how they support children through their next steps of learning. Children are provided with a good range of activities covering all six areas of learning. They self-select these toys and resources thus developing their independent choices in their play.

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 complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.
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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):

- continue to improve the organisation of routines to support children's independent choices in the 'free flow' of play
- continue to improve the opportunities for children to participate in regular emergency evacuation procedures.

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):

- promote further children's opportunities to freely express themselves in creative art work
- continue to improve the range and accessibility of resources and activities to extend opportunities for children to enhance their skills within the six areas of 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