

North Tawton Preschool & Busy Bees

Inspection report for early years provision

Unique Reference Number	EY361921
Inspection date	22 May 2008
Inspector	Jan Healy
Setting Address	North Tawton Community Primary School, Exeter Street, NORTH TAWTON, Devon, EX20 2HB
Telephone number	07724 119469 or 01837 880165
E-mail	
Registered person	The Trustees of North Tawton 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?

North Tawton Pre-school and Busy Bees is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1997 and moved to new premises in 2007. It is situated in North Tawton Primary School, which is in the centre of the town. A maximum of 22 children may attend the group at any one time. Currently there are 30 children on roll, with 24 receiving funding for nursery education. Children from the age of two years to under five years attend. The Pre-school is open each weekday from 09:00 to 15:15, during school term times. All children share access to a secure, enclosed, outdoor play area. The pre-school currently supports a number of children with learning difficulties and disabilities. The nursery employs six members of staff and one volunteer. All the staff hold appropriate early years qualifications, with two staff currently furthering their qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children benefit, as the staff have accurate knowledge about how to prevent the spread of infection. The children are encouraged to wash their hands when necessary, with the provision of liquid soap and suitable drying facilities. The bathroom is located outside the playroom, however, the staff have resolved the need for the children to leave the area, by providing a mobile hand washing unit. The children use this with confidence and its provision prevents the spread of cross-infection. Paper tissues are within the children's reach, which they are taught to discard after a single use. The staff hold a current first aid certificate and are confident to deal with an accident, should one occur. Parents are notified about any injury to their child and the staff use such information to risk assess any potential hazards. The staff request the parents for their written consent for the seeking of emergency medical advice or treatment. This helps to prevent the delay in the children from receiving appropriate medical attention. The children are taught the importance of wearing sun protection when in the outdoor play area and the staff encourage the children to wear a hat during warm weather.

The children have the advantage of being offered a healthy and nutritious mid-morning and afternoon snack. They sit together, making for a sociable occasion, as they chat to each other about events that are important to them. The staff also sit with the children, teaching them social graces and take this opportunity to further their vocabulary. The staff protect the children who suffer with a food allergy or intolerance, as they seek such information from the parents and prohibit the swapping of food. The children are taught about the effects food has on their growing bodies and they learn about the structure of their skeleton and about how to strengthen their bones.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The group is situated within the grounds of the local school, having access to a large playroom and fully enclosed outdoor play area. The playroom is bright and airy, with the walls adorned with the children's artwork, making for a child friendly atmosphere. The sleep arrangements are not ideal, however, and the bathroom is located outside of the playroom. Therefore, the staff escort the children to and from this area. The bathroom is also used by the children of the school and has a cold and sterile atmosphere. The playroom remains to a comfortable temperature at all times, to enable the children to play in contentment.

The furniture and equipment are safe, as such items are checked regularly for any damage or hazards. If any toys or recourses are in disrepair, they are discarded, for the good of the children's safety. There are plenty of child sized tables and chairs, which aid the children's comfort during play and mealtimes. Sleeping arrangements are in place, for the children who attend all day. Numerous outdoor play equipment and apparatus, contribute to the children's confidence in climbing and balancing.

The staff ensure the children in their care remain safe at all times. They keep the premises secure, to prevent the access to unwelcome visitors. An effective arrival and departure procedure keeps the children safe during vulnerable times. Exit routes are clear and are highly visible. The children participate in an emergency evacuation procedure on a regular basis, so they are familiar with the necessity to leave the premises swiftly, in the event of a fire. Spills from the

water tray are quickly mopped, to prevent slips and falls. The children are taught to keep themselves safe when indoors, for instance, they pick up their toys off the floor after finishing play. When on outings, the staff teach them about the importance of road safety and about the dangers of speaking to adults unfamiliar to them. Visitors are vetted and their identification is verified.

The staff have strong knowledge about child protection issues. Therefore, they are able to protect the children in their care from abuse and neglect. The staff receive on-going training, to keep themselves up to date about any changing of legislation. The staff have good understanding about the signs and symptoms of abuse and neglect, and as they know the children in their care very well, they are swiftly able to identify a concern.

Helping children achieve well and enjoy what they do

The provision is good.

The children share a warm and affectionate relationship with the staff, so they are happy and confident learners. This is evident, as when a child is hurt, they will turn to a member of staff for comfort. The children have the option of working as a group, with a friend or on their own, depending on their choice of activity. The staff are always on hand to guide and support the children, particularly when they are participating in play that is new to them. The staff sit at the children's level and join in with their play, with both floor and table top games. The staff talk to the children and ask them relevant questions. Child initiated play is encouraged, particularly when social play takes place, and planning incorporates the children's interests.

Nursery Education

Teaching and learning is good. The staff build happy and trusting relationships with the children in their care. Teaching methods have a positive impact on the way the children play and learn, as the staff create a harmonious atmosphere, where the children feel safe and secure. Therefore, they are open to receiving guidance and support, without even realising they are being taught. Staff join in with the children's play and heighten their enthusiasm, making learning fun. Methods of teaching meet the individual needs of the children, with thought and consideration given to adapting activities if necessary, to allow all the children to take part at their level. The staff have good knowledge about the Foundation Stage of learning, having completed relevant and on-going training. The planning covers all six areas of learning and is based on the children's interests. Assessments take place regularly, with results being carefully recorded and monitored. Activities are evaluated, which informs the staff about the next step the children are to take to further their progress. The parents report that they are kept fully informed about the stage of development the children have attained. The staff create racial harmony and stereotypical language is avoided. Positive behaviour management strategies are in place for the good of all and the noise level is kept to a minimum, avoiding both the children and the staff to raise their voice.

The children are motivated to learn, as they have the advantage of participating in a wide range of interesting and challenging activities. They are confident to try new activities and show enthusiasm when faced with dilemmas. They concentrate well and maintain their attention, for example, when listening to stories read by the staff. The children show a range of feelings, such as delight, when they have the opportunity to hold and to feed a lamb. The children are developing their awareness of their own needs, as well as the needs of others and they show care when their friends are hurt. The children create roles and act out experiences in the home corner, pretending to be characters of their choice. There is, however, a lack of material that

aids the children to extend their imagination in making dens and costumes of their choice. They take turns in conversation and sustain attentive listening, when learning, for example, about the effects certain foods have on their body. The children link sounds to letters and are learning to write their name. During snack time, they find their name written on card and they are extending their vocabulary daily. The children use number names and can count reliably. There are many numerals adorning the walls and they solve practical mathematical problems when playing in the water. This includes making reasonable guesses, as to how many cups of water it will take to fill a jug. The children use measuring techniques to discover who is the tallest child in the group and who is the smallest. They use everyday words to describe position, when playing in the outdoor play area. The children look closely at patterns and are learning about nature, through the growing of plants and seeds. The staff invite the children to experience live animals and insects. They have the opportunity to hold rats and to look carefully at cockroaches. Labels are mounted on pictures and collages, however, there are few opportunities for the children to experience language awareness other than in English. The children build and construct using blocks and they select the tools they require for assembling models of their creation. There are opportunities for the children to make use of modern technology and to learn about the workings of a computer. The children move with confidence and are learning to avoid bumping into each other when riding wheeled toys. They have the use of climbing equipment and are learning to balance. They enjoy experimenting with colour and like to see what happens when they mix two colours together. Simple musical instruments aid the children to explore how sounds can change and they sing a wide range of nursery rhymes and songs.

Helping children make a positive contribution

The provision is good.

The staff seek information from the parents about their family life, culture, first language spoken at home and about the children's individual needs. This then enables them to organise an appropriate range of play opportunities and to plan to adapt particular activities if necessary. They take the time to get to know the children in their care, and use this information to further their interest through the provision of stimulating activities. The children are learning about their own and about other people's cultures and lives. There are a wide range of books, which depict positive images of people living around the world, including the home they live in, the clothes they wear and the food they eat. The staff aid the children's understanding about similarities and differences and teach them about respect and tolerance. The children go for walks around their local community and meet the various people who work in their village, finding out about their roles and what they do for them, for example, the baker.

The staff are aware that there are some children who have learning difficulties and disabilities, and work closely with the parents in its identification. Records are maintained about the children's progression and about any concerns noted, which are shared with the parents. The staff are happy to work with outside agencies for the benefit of the children. This also enables the staff to plan carefully when giving consideration to the adaptation of activities, to allow all the children to participate. The welfare of the children is a priority for the staff, who ensure their happiness is paramount at all times. A written policy is in place for the parents' perusal, but it does not state who the designated person is, which may cause a delay in the resolving of a concern.

Spiritual, moral, social and cultural development is fostered. The children's behaviour is exemplary, because they are occupied with age appropriate, exciting and challenging activities. They are cared for by staff who genuinely want to see them reach their full potential. The staff are good role models, as they behave respectfully towards each other, to parents and to visitors,

which the children emulate. Explanations are given to the children when praise is offered. The staff work closely with the parents when considering the content of the behaviour management policy, so consistency applies. This helps to avoid the children from receiving mixed messages.

The staff work in partnership with the parents, to enable them to meet the needs of the children in their care. A flexible settling in procedure is in practice, which is based on the children's needs and has a positive effect on the children's feeling of security. This allows the children to adjust to the transition from home and enables them to flourish in their development, in a safe environment. The parents have ample information about the provision, including a prospectus, which enables them to make an informed choice about whether the provision is right for their child. The parents are made to feel welcome within the setting and they have the opportunity to act as volunteer. The staff make a particular effort to invite male relatives into the group, which the children respond to with delight. Newsletters and verbal information keep the parents up to date about forthcoming events and informs them about the dates and times of attendance. There is a procedure in place for the parents to follow in the event of them wishing to raise a concern, however, the details are incorrect.

Partnership with parents is good, as it has a positive effect on the children's development and progress. There are a wide range of policies and statements clearly visible for the parents' perusal, which are kept up to date. There is on-going communication between the staff and parents with regard to the children's progression and development. Each child holds a 'special book', which contains an array of information, evidencing their consistent progress, which is regularly shared with the parents. The staff encourage the parents to continue the children's learning at home and loan story books for them to share. Items of interest are brought from home by the children, who proudly discuss its value to them during group time. This not only enables the children to share what is important to them, but also aids to further the staff's understanding about their lives at home. This home link also enables the staff to plan a broad range of activities that the children will find pleasurable. The parents report that the staff help them to understand the Foundation Stage of learning and about how the staff assess the children's progress.

Organisation

The organisation is good.

Leadership and management are good. The leader creates an effective and improving setting, where the children are happy and they extend their confidence and self-esteem. The leader is enthusiastic and clearly enjoys her role and the company of the children in her care. There is a distinct serene atmosphere upon arrival, which has a positive effect on the children's behaviour. The leader has a clear vision of the improvements she would like to make and has plans to put these into place. Her knowledge about early learning and child development inspires the work of her staff, and she has a positive influence of the quality of teaching. The staff work together as a team and have a clear understanding about their roles and responsibilities. The staff attend regular training courses, as good time management is in place. Therefore, the staff are up to date about current thinking and about the changing of legislation.

The setting meets the needs of the children for whom it provides. The leader and the staff have extensive knowledge about the National Standards and they have the ability to put them into place. They hold relevant qualifications and are consistently working towards furthering their understanding about early childhood development and education. They make suitable decisions about the children's learning and maintain the adult:child ratio at all times, to ensure the children's safety. The children receive good quality learning on a daily basis and are happy to

attend the group. An attendance register contains details about the children's arrival and departure times, so they are accounted for in an emergency. The staff and committee details are kept up to date and the parents are invited to become members of the committee or to act as volunteers. The children are suitably supervised and are protected from adults who are not vetted. All records are easily accessible for inspection, so historical details can be checked. All children's records are stored confidentially, to protect their personal details.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, 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.

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 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):

- update the complaints policy, to contain the correct details for contacting Ofsted
- update the learning difficulties and disabilities statement, detailing the designated person
- ensure the bathroom area is child friendly

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):

- extend the children's understanding of language awareness
- ensure the children have the provision of various non-prescriptive materials to enable them to extend their imagination

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