

# Bassingham Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253561
<b>Inspection date</b>	10/09/2008
<b>Inspector</b>	Mrs A Taylor
<b>Setting address</b>	Bassingham Village Hall, Lincoln Road, Bassingham, Lincoln, Lincolnshire, LN5 9HQ
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Bassingham pre-school, listed on the voluntary and compulsory parts of the Childcare Register and the Early Years Register, operates from the village hall attached to the local primary school. There are strong links between both and many shared facilities. There is community use of the pre-school premises, so everything has to be set up and packed away daily. The accommodation is accessible to those with mobility difficulties and disabilities and the pre-school has its own new outdoor garden area. The group is overseen by a volunteer parents committee. It is open each weekday morning, during school term time, from 09.15-11.45 and every afternoon from 12.50-15.15, except Wednesdays. Full day care is provided four days a week. The 'rising 5s' group (older children) have the option of a hot lunch with the school children. There are currently 43 children aged between two and five years on roll. This includes 35 children whose early years education is government funded. The group currently supports children with learning difficulties. Five core staff, including the manager, work with the children; the majority hold, or are working towards, appropriate early years qualifications, mostly at Level 3.

## **Overall effectiveness of the early years provision**

Very good relationships with parents, strong professional relationships with the school and a well-trained staff team are some of the key ingredients of this pre-school's success. It is skilfully led by a dedicated manager who is passionate about her role in Early Years. Staff work very hard to make sure every child receives equal opportunities, often going over and above what is expected for the sake of the individual. Parents recognise and appreciate this. Based on the group's progress since its last inspection and the manager's clear understanding of good practice and high aspirations, there is a good capacity to continue improving.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the modelling of letter sounds for all children during day-to-day activities
- implement fully the use of plans to develop children's play and use the information gathered to increase the number of activities which come from children's suggestions, reflecting their interests and individual needs.

## **The leadership and management of the early years provision**

This pre-school group is constantly looking for ways to improve. Activities are evaluated by everyone, discussed and any necessary amendments made in order to make learning more effective. At a strategic level, the manager is involved in reviewing the wider strengths and development areas of the group, although this

more formal process is still at an early stage. However, she has a clear idea of what works well and where they need to improve. Parents are very happy with the quality of education and care. Links with village organisations are well established and the pre-school is an integral part of village life. The management committee is a dedicated group of parents who work hard, especially in the area of fund raising. Strong relationships with the school's reception teacher means that the move from one setting to another is seamless. Expertise is also willingly shared concerning planning what the children are learning, and their assessment folders are passed along and used by the reception teacher. There are clear systems for keeping children safe and secure. Child protection arrangements have been revised following the previous inspection's recommendation, with advanced training planned. The manager keeps constantly up to date with current thinking and this is reflected in the well-organised and effective management systems.

## **The quality and standards of the early years provision**

Children's learning and development is ensured by good quality planning and the adults' secure knowledge of how young children learn best. As a result, children make good progress in relation to their starting points and capabilities. A more flexible approach to planning is evolving, to better reflect children's interests, in order to respond to what they want to learn and be more spontaneous. For example, children noticed cobwebs on the high ceiling and it was suggested they should try and decide how they could clean them. Although a good start has been made, it is early days for this and there is scope for further work. Restrictions imposed by the use of the building are overcome in the best way possible. However, this does mean the quality of displays and associated stimulus suffers: sounds from next door carry and children's chances to work continuously on big projects throughout the week are not possible. The new outside garden is a real bonus and is used very well. Children really enjoy growing their own food and then eating it. They are learning to keep themselves safe, for example, by taking care on the play equipment.

The provision of healthy appetising snacks, and real food used in the home corner, is helping them to understand what foods are healthy and to become more adventurous in their choices.

Opportunities to introduce children to the sounds letters make are not routinely planned or included. The learning of letter sounds is focussed more on the 'rising 5s' group rather than bringing them in to daily practice for everyone. For example, there was a missed chance during snack time, when 'Ben was buttering his biscuit'. Occasionally, in an effort to engage children in conversation, staff talk too much and do not give the children time to think and answer; for example, when counting how many legs on an earwig. Children use digital cameras routinely to record what they have been doing. Pictures are shared with parents and sometimes feature in the new extended use of home diaries. This is one of many reasons why the partnership with parents is very good.

The information from regular, focussed observations is starting to be used to compile individual play plans for every child. These contain up to three areas to work on, pertinent to the child's need. This is following the recommendation from

the previous inspection, concerning the further use of assessment information. Relationships with the children are very good. Staff know the children well, take a genuine interest in them and have a good understanding of home factors which may be influencing their behaviour and attitudes. The environment is safe, welcoming and happy. Health and safety matters are attended to in a conscientious manner, and meet legal requirements.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.