

Buckenham Pre-school Group & Nursery

Inspection report for early years provision

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| Unique reference number | EY216944 |
| Inspection date | 11/09/2008 |
| Inspector | Judy Dawson |

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| Setting address | Buckenham Community Primary School, Abbey Road, Old Buckenham, Norfolk, NR17 1RH |
| Telephone number | 07799 778806 |
| Email | |
| Type of setting | 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

Buckingham Pre-school Group and Nursery opened on these premises in 2002. It is run by trustees and operates from a purpose-built mobile classroom, which is sited in Old Buckingham Community Primary School grounds. It is on the Early Years Register and the Voluntary Childcare Register. A maximum of 26 children may attend the group at any one time. It is open each weekday from 08:45 to 14:45 during term time only. All children share access to a secure enclosed outdoor play area. There are currently 32 children aged from two to under five years on roll. Of these, 18 children receive funding for early education. Children come from the village and surrounding area. The group supports children with learning difficulties and also children who speak English as an additional language. The trustees employ 11 members of staff. Of the six who work with the children, five hold appropriate early years qualifications and one is working towards a qualification. The group receives support from the local authority.

Overall effectiveness of the early years provision

Buckingham Pre-School and Nursery provides an attractive and stimulating environment, where staff are skilled in guiding children towards the next steps in their learning. The learning opportunities provide a good framework to support enjoyment and learning and staff increasingly use children's interests to plan new activities. The staff are very aware of the strengths and areas for development within the setting and are adjusting their practice to reflect the new EYFS framework. Children are well cared for and parents are very appreciative of the safe and welcoming environment. This effective provision ensures that children work and play well together and make good progress from their starting points.

What steps need to be taken to improve provision further?

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

- ensure that children become more involved in planning their activities so to make their learning even more relevant
- seek to work in closer partnership with the schools that children transfer to.

The leadership and management of the early years provision

There are effective safeguarding policies and procedures that ensure children are well protected and all staff who work with the children are suitably qualified. Managers ensure that relevant vetting procedures are followed. Very effective use of the accommodation ensures that children have access to quiet areas as well as energetic activities. This ensures children's physical needs are met. For example, a photograph in a child's 'Learning Journey' file shows them sleeping happily in the bed they made. Flexible attendance arrangements, much appreciated by parents,

enable children of different ages to work and play together. On the days primarily dedicated to either the pre-school or the nursery, staff plan age-related activities. Issues identified at the time of the last inspection have been met in full.

There is a strong commitment to ensure that staff keep up to date with new developments in early years provision. They are already trialling new ways of planning in anticipation of their training in the new EYFS framework. There are relevant and up-to-date plans for development based on an evaluation of the setting's needs. Links with parents and carers are seamless, which ensures that each child's key worker is effective in meeting his or her needs. There are satisfactory links with the primary school on site and staff liaise regularly, but few links that involve the children.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make progress across all areas of learning and development. Staff are skilled in discussing and questioning each child to extend learning. This is based on thorough assessments of what children know and can do, as well as a good understanding of each child's interests. At the time of the inspection, almost all children were very new to the setting. All joined in the range of activities provided confidently and with obvious enjoyment. The activities are planned with due regard for the areas of learning for children in the Foundation Stage and records show there are opportunities for them to use their imagination and to learn independently. Although staff understand the need they do not yet fully involve children in planning their learning, missing opportunities for children to develop skills through their own interests. Children are taught how to keep healthy and safe. The caption underneath a photograph in a child's records reads 'Well done. You remembered to wash your hands before your snack.' Children use equipment safely and learn how to take acceptable risks.

Children's social development is promoted extremely well. Adults' quiet and calm approach, treating children as partners in learning, generates an excellent climate for children to work and play together amicably. Children's views are respected and acted upon. They learn about other cultures and that there are children less fortunate than themselves and sponsor a child in Africa. Older children are taught the sounds that letters make and there are many opportunities for children to count, sort and match objects. Writing and drawing materials, paints and malleable materials are readily available. Staff make good use of the community although links with the school are more limited. Regular visitors, such as the dentist, a police officer and the 'lollypop' lady, support children's learning well.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

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.