

# Bacton Under Fives

Inspection report for early years provision

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**Unique reference number** 251403  
**Inspection date** 24/09/2008  
**Inspector** Judy Dawson

**Setting address** Bacton Playcentre, C/O Bacton Community Primary School,  
Taylors Green, Bacton, Stowmarket, Suffolk, IP14 4LL

**Telephone number** 01449 780079

**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

Bacton Under Fives is a committee-led group offering children a breakfast club, morning and afternoon pre-school sessions where some children attend all day, an after school club and a holiday group. The setting is on the voluntary and compulsory parts of the Childcare Register as well as the Early Years Register.

The group is open to the children of Bacton, and the surrounding area and currently operates from a small building in the grounds of the local primary school. Almost all children attend the primary school in the year of their fifth birthday. A maximum of 18 children may attend the setting at any one time. The setting offers care from 07.45 to 08.45, for the breakfast club, from 09.00 to 15.00 for the pre-school and from 15.15 to 17.30 for the after school club. The Holiday Group operates between 08.00 and 17.30 during school holidays and on school staff training days.

There are currently 42 children on the pre-school roll; 33 of whom receive government funding. The after school group has 106 children on roll in total for the three sessions, 35 of whom are aged under eight. Children aged from two to under five years attend the pre-school and from four to 14 years at the associated clubs. Children attend a varying number of sessions per week. The setting currently supports five children with mild medical, social or learning difficulties.

The setting employs six full time staff. Of these, five hold appropriate early years and play worker qualifications and one is completing her training. An additional three temporary staff also hold appropriate childcare qualifications and work with the children in the school holidays.

## Overall effectiveness of the early years provision

Bacton Under Fives provides all children in their care with a good start to their education. Although space is limited, children have safe access to a good range of activities designed to help them acquire the skills they need. Outstanding relationships with parents and the primary school help adults plan activities that interest the children and link smoothly with the curriculum in the reception class. This is a very inclusive setting where each individual child's physical or social skills are developed extremely well. Adults are very effective in encouraging children to experiment and to think for themselves. Key workers assess children's learning and social skills thoroughly, although the assessments do not clearly identify the next steps in learning. Managers understand the setting's strengths and areas for development well, including the need for a new building, and there is a strong potential for further improvement.

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

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

- use the systems for assessing children's learning to clearly identify their next

- steps in order to meet each child's needs more precisely
- seek every opportunity to improve the accommodation.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that staff have up-to-date Criminal Record Bureau (CRB) checks and that all the relevant information about these is recorded.

24/11/2008

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

In many respects, Bacton Under Fives is well led and managed. The managers have been in post for several years and are committed to ensuring that the children are happy and well cared for within a stimulating learning environment. Staff work together extremely well and parents are delighted with their children's education and the information they receive. Links with the primary school are impressive. There are weekly, shared sessions with the reception class and the Under Fives have use of the hall. Staff in both venues liaise regularly to plan activities. For example, the children learn letter sounds, which link smoothly with their learning in the reception class. There are effective procedures for ensuring children's safety each day and thorough systems for the beginning and end of sessions. However, although documentation indicates that staff have CRB checks, the reference numbers and date of the checks are not recorded.

Managers have a good understanding of the strengths of the setting and have identified clear issues for development. There has been good improvement since the last inspection. Planning is thorough, and staff ensure that children have full access to the EYFS framework. Children's own interests are incorporated into the planning, making learning fun. It is being updated to reflect the new requirements of the EYFS framework. Staff training is frequent and relevant. All staff, for example, were being trained for the new EYFS framework on the evening of the inspection. The changeover from the breakfast club to the Early Years setting is smooth and well organised.

There is a bid for a grant to provide a new building and staff are awaiting the outcome.

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

The lively and stimulating environment is geared towards providing children with a good understanding of how to take care of themselves. During the inspection, for example, a child, building a tall tower with large wooden bricks, was asked what he needed to do to make sure it was safe. His answer showed that he was very clear of the safety issues and he and his companions reduced the height and strengthened their construction. Children wash their hands before food. They have healthy snacks. There is a simple, healthy lunch for children who stay for the afternoon. Good discussions arising from the children's experiences extend their knowledge and understanding of the world. A child who had returned from holiday shared his

photographs with everybody. This generated some discussion about mountains and an impressive definition of a cable car from one of the children.

Children have access to outdoor play but this has to be supervised as it is out of sight of the classroom. Clever planning ensures that many of the activities rely on children co-operating with each other, providing good opportunities for developing their social skills and understanding of each other's needs. It is very clear that children enjoy their time at 'school'. They achieve well and are well prepared for the next step in their education. There are good systems for assessing children's progress. Key workers keep a portfolio for each child with records of their progress, photographs and samples of their work. However, these do not clearly identify what children need to learn next, missing opportunities to fine-tune the activities to provide specific learning opportunities for each child.

## 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>	Satisfactory
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?	Outstanding
How well are children safeguarded?	Satisfactory

### 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.