

Bollinbrook Pre School

Inspection report for early years provision

Unique reference number 304984
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Inspector Joe Peacock

Setting address Bollinbrook C of E Primary School, Abbey Road,
Macclesfield, Cheshire, SK10 3AT
Telephone number 07905 054537
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

Bollinbrook Pre School is a registered charity and opened in 1989. It is situated in a mobile classroom within the grounds of Bollinbrook Primary School in the town of Macclesfield. A maximum of 16 children may attend the pre-school at any one time. The pre-school is registered on the compulsory and voluntary parts of the Childcare Register and is open each weekday from 09.00 to 11.45 during term time. Afternoon sessions are flexible in accordance with demand. Eight of the youngest children currently attend for two afternoons each week. Children have access to a secure enclosed play area.

There are currently 30 children on roll including 23 who are in receipt of nursery education funding. Most children live in the local area. A very small number of children speak English as an additional language. The pre-school supports children with learning difficulties and/or disabilities. A new access ramp has just been completed.

The pre-school employs four members of staff and all hold relevant childcare qualifications. A new leader has only just been appointed and the inspection took place on her first day in charge.

Overall effectiveness of the early years provision

The quality of provision is good. This reflects effective leadership provided by the manager and parents who are on the management committee. There are some excellent features, such as the care and support for children with learning difficulties and/or disabilities. A recently revised inclusion policy ensures that diversity is celebrated and children's needs are largely met. The pre-school has established a good reputation in the local area. However, some of the activities are not sufficiently challenging and they fail to hold children's interest for long, and in most of the activities children's speaking skills are not promoted well enough. The new leader, in consultation with staff, has already accurately identified areas for improvement. There is a good capacity to continue improving the quality of provision.

What steps need to be taken to improve provision further?

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

- ensure that activities are challenging enough to make children think and hold their interest
- improve staff's questioning skills and the planning of opportunities to encourage all children to use and develop their speaking skills.

The leadership and management of the early years provision

Leadership and management are good with the safeguarding of children being an outstanding feature. All relevant policies and documentation related to the care and well-being of children are in very good order and show the strong emphasis which the leaders and managers place on their safety and welfare. Issues from the previous inspection about planning and child protection documentation have been successfully improved. Staff put the policies into very good practice, maintain behaviour to a high standard and clearly know precisely what steps to take should anyone make discriminatory remarks.

The two week break has given the new leader and her team valuable time to review practices and procedures and to plan changes to their roles, responsibilities and the daily routine. The history of good leadership and management has given them a firm platform on which to build. The special needs coordinator very effectively provides for children with disabilities and ensures any children with learning difficulties are fully included in all activities. Parents' views are regularly sought and children's preferences are often taken into account. For example, cushions are now provided for sessions where children sit on the floor.

The leader evaluates the quality of provision effectively. Identified priorities include further strengthening the good partnership with parents, developing individual 'learning journeys' for children and adding resources to benefit children who speak English as an additional language. Staff are reviewing the well-established assessment procedures and considering how their evaluation of children's progress can be made simpler and even more effective. All are highly motivated to take care of and provide worthwhile learning experiences for all pupils, whatever their individual needs. The new leader has a wealth of experience to draw on to ensure improvement is well-planned and continuous.

The quality and standards of the early years provision

Staff demonstrate a good knowledge of the Early Years Foundation Stage (EYFS) curriculum and plan activities which cover all areas of learning. Children are provided with a good range of adult-led and self-chosen learning experiences both indoors and in the small, well-planned outdoor area. They happily go outside whatever the weather, donning wellington boots to play on the grass area. There is a wealth of opportunities for children to climb and slide, write on chalk boards, role play in the wendy house and race toy cars down drain pipe slides. The productive vegetable growing areas add significantly to children's understanding of nature and caring for plants. Children also enjoy movement sessions in the school hall and staff take great care when supervising their walk to and from the main building.

Although there is a good range of resources inside, some of the activities such as jigsaws, construction blocks, musical instruments and dressing up clothes do not hold children's interest for long. Most enjoy using writing tools to draw firework pictures or draw around mathematical shapes. Where adults support children's learning, it is usually the adults who do most of the talking and their questions often result in single word or very brief answers. They miss opportunities to develop children's speaking skills through, for instance, asking them to explain or elaborate further. Children's social skills are seen as very important. The effective interaction

with staff and relationships with each other successfully develop their confidence and self-esteem. Children also have good opportunities to use modern technology such as the popular digital camera.

The staff promote a very safe and healthy environment where good facilities are in place to meet children's personal needs, promote their independence and develop skills for their future. Children often help prepare healthy snacks, and water is readily available throughout each session. Children's sense of belonging and involvement in their pre-school experience is well supported, for example, by asking them to design their own name labels. They are happy and relaxed, listen carefully to instructions and behave very well. They clearly enjoy their time at pre-school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.