

Buckles and Bows Pre-School Nursery

Inspection report for early years provision

Unique reference number	119956
Inspection date	18/11/2008
Inspector	Liz Bowes
Setting address	Holy Family RC Primary School, Ongar Hill, Addlestone, Surrey, KT15 1BP
Telephone number	01932 827556
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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

Buckles and Bows Pre-School Nursery is located on the spacious campus of the Holy Family Primary School in Addlestone, Surrey. The well-maintained portacabin is equipped with a kitchen, toilets and an outdoor play facility that is fully enclosed.

The setting operates during term time only between 09.00 to 11.45 and 12.30 to 15.00 weekdays except on Fridays when there is no afternoon session. It is registered to provide care for 24 children per session aged from two to under five years. Currently 42 children in total are attending and 26 are in receipt of nursery education funding. The setting is fully able to support children with learning difficulties and/or disabilities. Currently there is one child on roll who has English as an additional language.

Ofsted registers the provision on the Early Years, Compulsory Childcare and the Voluntary Childcare registers. There are five members of staff employed all of whom have recognised childcare qualifications to Level 3.

Overall effectiveness of the early years provision

Provision is good. The nursery is very inclusive and welcoming. Children enjoy themselves and have excellent relationships with the caring staff. Appropriate arrangements are in place to ensure safety, however the outside area requires greater security. Although no formal self evaluation process is followed the nursery is aware of its strengths and weaknesses. Planning to challenge individual children is not yet in place. Excellent links with parents ensure that they are kept well informed about their child's progress. Learning and development is appropriately supported and children make good progress in their learning. The setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop a system of self evaluation to enable the setting to plan continuous improvement
- improve outside security
- plan learning experiences to meet the individual needs of each child

The leadership and management of the early years provision

Strong leadership has a significant impact on children's progress towards their early learning goals. The staff work well as a team and their experience and qualifications ensure that children can succeed. All are committed to continual improvement and regularly attend training courses. Policies and procedures are regularly updated and resources are well deployed.

All staff have a good knowledge of the Early Years Foundation Stage (EYFS). Thorough and accurate observations enable the team to plan enjoyable learning experiences both in and out of doors.

All of the recommendations from the previous inspection report have effectively been dealt with and this has resulted in improved outcomes for children. Excellent links exist with parents, an elected committee of parents runs the nursery and parents regularly help in the sessions. Parents manage the premises, for example at the weekend they will be clearing the leaves and making the outdoors area tidy. Parents' involvement is integral to the continued improvements in the nursery. Effective links with agencies such as the speech and language service also have a significant impact on children's learning and development.

All children in the setting are well safeguarded and risk assessments are regularly conducted. The identified weaknesses in the last inspection have been dealt with effectively.

The quality and standards of the early years provision

Children are provided with suitable opportunities to help them make appropriate progress. Enjoyable activities across all the areas of learning are planned. However as yet planning to challenge individual children is not in place. Information from observation and assessment is appropriately used to ensure that children achieve as much as they can in relation to their starting points. Visitors and planned activities including those outside the nursery ensure that children develop an increasing knowledge of the world around them.

Children have good communication skills that are enhanced by the many child initiated activities. An example of this was in the wet play area where a game of 'lets play going to the beach' resulted in a long conversation about the different types of shells. Children have good design skills and were creating calendars to sell to their families. Children work well together and help one another on the computer. The outside learning environment although adequate provides little room for children to fully develop their physical skills particularly in using construction materials.

Good quality of care is demonstrated by all staff. Parents are very complimentary about the care given to those with additional learning and development needs. Children for whom English is an additional language are well supported. For example a child being visited by the speech and language therapist was also supported by a member of staff from the nursery allowing the child to quickly feel at ease and fully benefit from the experience.

The health of children is promoted well, they learn about health and hygiene at snack time, they wash their hands before eating fruit and fresh drinking water is always available. Behaviour is well managed and children show respect for each others opinions. The arrangements for dealing with children who are ill are effective and staff have had training in paediatric first aid. The setting effectively

promotes the physical, social and emotional development of children through a warm supportive atmosphere and caring, committed staff.

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?	3
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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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