

Bow Brick Hill "Little Stars Nursery" Afterschool and Holiday Club

Inspection report for early years provision

Unique reference number	EY296586
Inspection date	21/01/2009
Inspector	Cordalee Harrison
Setting address	The Pavillion, Rushmere Close, Bow Brickhill, Milton Keynes, Buckinghamshire, MK17 9JB
Telephone number	07966090615
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

The Bow Brickhill "Little Stars Nursery" After School and Holiday Club registered in 2004. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately owned provision and operates from the sports pavilion in Bow Brickhill, a village close to Milton Keynes in Buckinghamshire. The premises is comprised of two halls, a kitchen and washing and toilet facilities. Children have easy access to outdoor play space.

The setting is registered for 32 children under eight years. Currently, there are 85 children on roll; of these, 50 are on the compulsory part of the Childcare Register and of these, 17 are in the early years age group, they receive funding for nursery education. Children attend on a full and part-time basis, before and after school and during the holidays. The setting opens from 08.00 until 18.00 each day during term time and from 08.30 until 18.30 during school holiday. The setting takes and collects children from schools in the local area each day. The setting employs six members of staff who work directly with the children. The manager and two other members of staff hold level 3 qualifications in care and education, a further two staff are qualified to level 2. The setting is accessible to wheelchair users.

Overall effectiveness of the early years provision

The setting plans well for inclusion, they work closely with parents and children to identify individual children's needs and interest, and use the information to develop daily activities. All children and their parents feel valued and welcome because of the staff's positive attitude towards them. Good systems for regular self-assessment, reviews of policies and a willingness to improve practice for all the children help the setting to identify clear and purposeful actions for improvement. The setting promotes children's learning and development and safeguards their welfare to a high standard.

What steps need to be taken to improve provision further?

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

- make sure that activities for the younger children are suitable to their stage of development
- continue to develop partnership working with parents and others to provide good quality information to ascertain all children's achievements and fully promote all aspects of inclusion
- continue to develop the role of the special education needs coordinator to ensure that the member of staff is fully trained and improve the self-assessment to identify clear targets for weaknesses to be addressed.

The leadership and management of the early years provision

Leadership of the setting is strong and this ensures good outcomes in all areas of the setting's activities. All children's learning and development needs are a high priority. In addition to ongoing training for staff, policies and procedures that are up to date and relevant to the setting ensure that all requirements and documentation to safeguard children and promote their welfare are in place. The policies provide clear guidance for staff, parents and volunteers. For example, volunteers are clear about their roles and duties. They know that they are not to be alone with children, or provide personal care for them; the setting safeguards children very well. A consistent team of staff, who know the children well, supervises them closely and provides very well for their care, learning and welfare needs. The setting's self-evaluation provides useful information to help the overall assessment of their performance. It is used effectively to identify areas and actions for improvement. Such as, further development of the key person and special education needs coordinate roles, and children's observation records. However, timescales for improvements are not identified to ensure that they are achieved in a timely manner. For example, there is acknowledgement that the arrangements for assessing young children to properly ascertain their achievements is not fully in place, however, there is no target date by which to achieve this improvement. The setting has some effective systems to involve parents in their children's learning and development, including children reading at home with their parents. However, partnership working is a work in progress and does not extend to other settings that children attend. The current system is not fully developed to ensure that all the necessary information is gained to be confident that all parties provide useful information to fully promote inclusion for all children consistently.

The quality and standards of the early years provision

Children are curious and excited to learn. The spider that a child has found captivates them; they are quick to examine it under the magnifying glass and compare it with to the plastic ones on their interest table. Staff skilfully extend the activity by encouraging the children to be gentle with the creature and think about why they should not keep it in the container too long. Large group activities foster a sense of cohesion and inclusion for all the children. However, the length of some of these activities is not appropriate for all of the youngest children; they lose interest and become distracted. However, older children excel in some of these activities. For example, they remain focus and relish the challenge of identifying the phonic sound of the letter that identifies their names and that of their peers. Activities such as these help children to develop a sense of personal identity and make connections with the group. Children consolidate their learning and show the depth of their knowledge as they identify the day of the week, month of the year, date and the season. Children take the lead in many activities, show their competence, and put their fine movements to use. For example, they turn the compact disc player on and off and control the volume; they are gaining confidence in the use of modern technology.

Children are making positive relationships with their peers and adults; they are

learning to share and to consider the feelings of others. For example, two children cooperated with each other in play; they spend a considerable time working together with the activity of their choice. Children enjoy many creative experiences and use these activities to experience learning across all areas. They use malleable materials and various tools; they make, and listen to, music. They make marks as they trace their names in the air and use various mark making implements. Children learn about healthy eating, personal care and good health and hygiene. All children experience a feeling of inclusion; their views and ideas are used to inform and develop the daily activities, this helps them to feel a sense of pride and helps the setting to provide activities that are planned around ideas from boys and girls.

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?	2

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?	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?	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.