

# Bowes Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	314067
<b>Inspection date</b>	16/01/2009
<b>Inspector</b>	Tara Street
<b>Setting address</b>	Bowes Hutchinson CE Aided School, Barnard Castle, Co Durham, DL12 9LG
<b>Telephone number</b>	01833 628291
<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

Bowes Pre-School is run by a voluntary committee. It opened in 1993 and operates from the school hall and the building known as Woodpecker Cottage, within the school yard, in the village of Bowes, County Durham. There are no issues which may hinder access to the premises. A maximum of 20 children aged under two to five years may attend the setting at any one time. The group is open five days a week from 08.45 to 15.15, term time only.

There are currently 28 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 15 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are six members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

The setting routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make good progress in their learning and development. They enjoy their time in the group and are eager to be involved in the choice of interesting play activities on offer. Those in charge work in close partnership with parents and other early years professionals. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any injuries sustained and treatment given
- take the necessary steps to safeguard children by ensuring a record is maintained of any existing injuries children arrive with
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

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

The manager's regular consideration of the effectiveness of the provision ensures good quality support for individual children. The manager and staff closely evaluate the provision and outcomes for children. A good key person system is in place which supports families. The ongoing monitoring ensures planned activities are focused on responding to children's needs and interests. Clear action plans

outline the main areas for improvement. For example, recent changes include working in co-operation with the school reception teacher to plan a more varied outdoor play experience. Improvements made to date have had a positive impact on the overall quality of the early year's provision and the outcomes for children. Future plans are well targeted to bring about further improvement to the provision. Most records required for safe and efficient management of the provision are well maintained, including clear daily risk assessments. However, a record is not maintained of any existing injuries children may arrive with. Parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. Families are provided with good quality information about the group and are well informed about their children's achievements and progress. They discuss children's progress with the key person daily and have regular opportunities to look at their records. This enables parents to support their children's learning at home.

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

A good variety of activities are always available providing all children with a broad and balanced curriculum. Children are happy, confident, encouraged towards independence and communicate readily with adults and each other. They are encouraged to follow their interests and develop their ideas. They have a daily choice of several adult-supported activities which provide focussed learning opportunities alongside many others that are free choice. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Staff are mindful of the individual children participating, for example, a construction activity is presented in slightly different ways to each group of children to ensure that all are challenged and their understanding extended. Staff deployment is good and there is always someone on hand to support those that need it, particularly with younger children. They are also skilled at allowing children to be uninterrupted at times and be active in their own learning. Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities.

The premises are well organised, allowing children access to the outdoor area and many opportunities to develop their co-ordination and balance skills. Children are confident using number and enjoy using it in everyday activities. For example, they count how many dinosaurs they find in the sand tray. Children enjoy exploring their creative skills with paints, crayons, paper and a variety textured materials for collage work. Children's information and communication technology skills are effectively promoted as they experience a good range of opportunities to access a computer and a range of battery operated and programmable toys. Their knowledge and understanding of the world around them is effectively promoted through a range of resources and their involvement in a wide range of activities which look at different celebrations and cultures from around the world.

Children's health and well-being is actively promoted by the pre-school through the sickness policy, cleaning routines, balanced menu and good access to drinks to

maintain hydration. Children behave well as staff promote positive behaviour and handle incidents quickly and consistently, using methods that are appropriate to the age and understanding of the children involved.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

## **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.