

Bircotes Pre-School

Inspection report for early years provision

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| Unique reference number | 253086 |
| Inspection date | 27/02/2009 |
| Inspector | Lynn Brewster |

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| Setting address | Serlby Park 3-18 Business and Enterprise College, Whitehouse Road, Bircotes, Doncaster, South Yorkshire, DN11 8EF |
| Telephone number | 01302 759222 |
| 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).

Description of the setting

Bircotes Pre-school has been registered since 1990. It operates from one room within Serlby Park three to 18 years Business and Enterprise Learning Community, Bircotes, north Nottinghamshire. The children also have access to the staff room, office and toilets. There are two enclosed outdoor areas including one partially covered and the other grassed. Families from the local community and surrounding villages use the service.

The pre-school is on the Early Years and compulsory Childcare Registers. It provides 26 places for children from two to under five years of age at any one time. There are currently 65 children on roll. Children attend a variety of sessions each week. The playgroup supports children with learning difficulties and/or disabilities and whose first language is not English. The school works closely with local agencies such as inclusion support, health care, social services and their family of schools.

The pre-school opens five days a week during school term time. Opening times are between the hours of 08.30 to 16.00. Sessions are held within this period which consist of breakfast club 08.30 to 09.00, morning session 09.00 to 11.30, lunch club 11.30 to 12.30, afternoon session 12.30 and 15.00, and after school club 15.00 to 16.00, although this is for all children who attend the pre-school only. Wheelchair access is provided for children and adults with disabilities. There are eight staff, four hold a relevant Early Years Child Care qualification. There are two unqualified staff and two further staff working towards an appropriate child care qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Provision at Bircotes Playgroup is good and children's needs are met well. From the moment they walk through the door, all children are actively and safely engaged in purposeful learning through exploration and play because staff plan effectively for their development. They know children well. Staff work successfully with parents and outside agencies. Productive teamwork successfully fosters continuous improvement and children's experiences are continually enriched. All children are fully included and the expertise of the co-ordinator is central to the effective provision for children with learning difficulties and/or disabilities and those whose first language is not English.

What steps need to be taken to improve provision further?

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

- strengthen assessment further by outlining consistently in short term planning how children's developmental progress is to be evaluated.

The leadership and management of the early years provision

The leadership and management work well with parents and staff to ensure that children settle easily and thrive in a child-friendly environment. There are effective policies in place to ensure children's welfare and these are kept under review. Children's learning and development are underpinned by successful collaborative planning which covers all the areas of learning and matches children's needs well. The coordinator for special educational is successful in ensuring that all staff are aware of particular needs of specific children, through regular communication. Day-to-day assessments are used routinely and successfully in the form of photos, notes and discussions amongst staff. This helps staff to decide on next steps in children's learning and the school is rightly working towards an approach to planning which outlines consistently how children's success is to be evaluated. The school's self-evaluation is accurate and there is a shared responsibility for continuing improvement. For example, since the last inspection creative development and problem solving activities are now integrated into each school day and all staff know what to do if an allegation is made against them. The school is now taking steps to improve the front outside area to incorporate construction and growing activities and to co-ordinate resources for sensory development. Communication and involvement with parents is successful: informal discussion, newsletters and a home-school booklet contribute to this partnership. Parents are enthusiastic about the care their children receive and appreciate the school's efforts in keeping them up-to-date about their child's progress. Children are safeguarded well; all staff are vetted and references taken up, child protection training for the designated person is current and a suitable policy is in place and rigorously followed. Advice from outside agencies such as inclusion support, health, social services and the local authority is used well to ensure all children get off to a good start to their educational lives.

The quality and standards of the early years provision

Children achieve well because staff have a good understanding of how children learn and develop through exploration and play, and they plan well to provide exciting practical activities including 'big painting', riding on scooters, rolling out pastry and counting biscuits to name but a few.

Staff support learning activities well and take advantage of planned situations as well as those that occur spontaneously. Increasingly, staff include in their planning how children's developmental progress is to be evaluated. They encourage children to talk about what they are doing and why they are doing it. They pose well-considered questions that allow children to develop their thinking, language and practical skills, for example about how many pumpkin seeds might fit on their models or how much sticky tape they think they might need.

Opportunities to engage in early phonics awareness with children is planned for well, for example by sharing things with their key worker that they can see beginning with 'g'. Staff explain clearly to children what activities and resources are available during the session. Children have plenty of free choice in this busy

environment and adults know when to support and when to observe so that children's increasing confidence and independence is assured. Children learn how to use equipment safely, for example using scissors to cut out shapes to stick on their colourful junk models and they know they can ask an adult to help when too much water is spilled on the floor when 'bathing a baby'. They move from one activity to the next easily and confidently.

Children choose to eat fruit, routinely have a drink of water when thirsty and learn about the importance of washing their hands before eating and after visiting the toilet. Children help each other, share and cooperate well and know that exercise helps them to be healthy.

Children enjoy making music, learning new songs together and making up drumming rhythms to accompany them. They enjoy role play activities such as dressing up and playing with the farm set, and increasingly they learn to share conversations as well as toys. Children's good personal development is reflected in their enthusiasm to talk about school, for example they say they feel safe, they know what to do if the fire alarm sounds and their key workers explain how to cross a road safely.

Children's welfare is assured through daily informal risk assessments by staff on duty and more formal regular risk assessments. Occasional accidents are dealt with sympathetically and professionally by staff with a first aid qualification, recorded in an accident book and parents informed. Children's behaviour is exemplary because the activities are fun and provide exciting and interesting challenges in a safe and secure environment. The indoor and outdoor areas are used well and good development is seen in children's learning as they safely explore the many and varied activities on offer.

The overall atmosphere of this setting is one of calm and purposeful activity with responsible adults genuinely caring about how well each child is developing and taking steps to make every minute count.

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

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| 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

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| 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

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| 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 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 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.