

# Bo Peep Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	133010
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Susan June Stone

<b>Setting address</b>	The Methodist Church Hall, High Littleton, Bristol, Avon, BS39 6ZP
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Bo Beep Pre School has been open since 1976. It operates from three rooms in High Littleton Methodist Church Hall in the village of High Littleton near Bath. The group has access to the hall, a quiet room and the Church room as well as an outside play area which is enclosed during use. The pre-school is open during school term times on Monday and Tuesday from 9.00am until 3.00pm, and Wednesday and Friday from 9.00am until 1.00pm. Lunch sessions are offered daily from 12.00pm until 1.00pm which children can attend if desired.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 28 children on roll, all of whom are in the early years age group. The pre-school is registered to receive government funding for nursery education.

The pre-school is run by a committee who employ five members of staff to work with the children. Most staff are appropriately qualified for their roles and responsibilities within the setting and others are working towards suitable qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall children are safe and most are settled at the pre-school, but they are making insufficient progress towards the early learning goals because systems to monitor, plan and support their learning are ineffective. Many changes to staff and committee has led to low morale within the setting which is having a negative impact on children's learning and development. Although areas for development have been identified, continuous improvement is limited, as effective team working is not in place and action to address identified development has not been prioritised for the benefit of the children. The provider has not met a number of requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure all staff, volunteers and committee members complete all required checks to ensure they are suitable to work with children (Suitable people) 23/12/2009
- make sure a risk assessment record is maintained, clearly stating when it was carried out, by whom, date 23/12/2009

of review and any action taken following a review or incident, a risk assessment must be carried out for each specific outing with the children (Suitable premises, environment and equipment, Safeguarding and promoting children's welfare)

- obtain information from parents as to who has parental responsibility for the child (Safeguarding and promoting children's welfare)

23/12/2009

To improve the early years provision the registered person should:

- develop team working to ensure all staff and committee work collaboratively within the setting to share knowledge, question practice and test new ideas, to promote a setting which is welcoming, safe and stimulating, and where children are able to enjoy learning through play, to grow in confidence and to fulfil their potential
- expand systems for recording children's progress and development to fully identify the expectations within the Early Years Foundation Stage (EYFS) appropriate for the ages of children attending
- use information gained from observation and assessment, to identify accurate next steps for children's individual learning and development; plan accordingly to build upon what they already know and can do, to ensure children make the best possible progress
- continue to develop systems for self-evaluation to help identify weakness or build on already good practice in order to promote continuous improvement of the provision and outcomes for children.

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

The management committee do not have a clear understanding of their role and responsibilities. The provider has committed an offence by failing to notify Ofsted of the election of new committee members, or of the employment of a new manager responsible for the day to day running of the setting. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. As a result of this failure, the required checks have not been completed on key staff and committee to ensure they are suitable persons for their posts and responsibility, which means children are not being suitably safeguarded. Although, staff do have a suitable knowledge and understanding of safeguarding issues and are aware of their roles and responsibility to keep children safe and report concerns. Daily safety checks in the form of a tick list are completed and children play in a generally safe environment, with staff being suitably deployed to ensure children are appropriately supervised. A risk assessment has been completed of the whole building, however, this has not been suitably recorded; keeping a written record of risk assessment is a requirement of regulation, as is conducting a risk assessment for each specific outing that children are taken on.

Staff promote positive and friendly relationships with parents, who are warmly

greeted by when they arrive at the setting. Parents are satisfied with the care provided for their children and the level of information they receive. Verbal communication each day, alongside the notice board indicating activities the children have taken part in ensures parents are kept informed about their child's day. The setting seeks adequate information from parents when children start at the pre-school, such as completing an 'all about me' form. The initial registration form has recently been updated to include details of who has parental responsibility, which is a requirement of regulation; however, these have not been completed for children already attending the pre-school. Staff have a sound understanding of equality and diversity and are aware of children's individual needs and family backgrounds. Staff work with parents and outside agencies to plan appropriate support for children who have any additional needs. The pre-school Special Educational Needs Coordinator (SENCO) is enthusiastic in her role; she is secure in her understanding of supporting children with special educational needs and/or disabilities, and how to seek advice from other agencies to support their needs.

The pre-school has informally evaluated current practice and have identified some areas for improvement with the help of the local authority advisors. However self-evaluation is not given sufficient importance and processes for monitoring the quality of the teaching and education programme are ineffective. There is division within the setting between some staff, and some staff and committee, which leads to ineffective team working, which limits the capacity of the provision to improve and impacts on the children's care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children mostly enjoy themselves at the pre-school, interacting positively with each other and adults most of the time. Whilst children are broadly content, are familiar with the routine and are settled, they make insufficient progress within the EYFS. Staff treat children with kindness and enjoy their company. Children generally behave well and friendships with each other are being established. They work together to fix wooden planks together to make a balance beam assault course for them to walk across. They wait patiently for their turn, such as using the slide or playing the 'Old McDonald farm game. Staff encourage children's communication skills by asking the children the name of the animals and the different sounds they make. Children's confidence skills are encouraged at registration time as children greet each other and share their news at show and tell time. This time is also used to encourage counting skills, such as how many adults or children are present. Children develop their computer skills as they use the pre-school laptop computer, negotiating their way and controlling the program using the mouse. Children learn about each other's similarities and differences through resources and books that portray positive images of diversity. They learn about their local community through visits, such as to the school to see the school's nativity play.

Although staff are recording some observations of children's play and achievements, they do not regularly transfer this information to the children's progress folders. Additionally progress folders do not include all the expectations

within the EYFS appropriate for the ages of the children attending. As they do not consider all expectations within the areas of learning they therefore cannot clearly reflect children's continual development and progress towards the early learning goals. They also do not indicate next steps for individual learning and development and are not used effectively to help plan activities to meet individual needs. Consequently, activities are not planned effectively to include experiences which are appropriate to each child's individual stage of development and learning needs. Despite the gaps in children's development records, staff demonstrate a positive attitude to inclusion and children are provided with a sound variety of toys and resources to support this.

Children's health is supported satisfactorily by the group's routines, for example, for regular hand washing. Parents are made aware of the sickness policy which protects children from possible cross infection. Children enjoy healthy options at snack time with fresh fruit and drinks of water and milk being available. Children are developing an understanding of the importance of fresh air and exercise. They take part in the daily 'wake and shake' session and weather permitting they access the outdoor area where they develop their large muscle skills and coordination. Children begin to develop an awareness of their own safety during daily activities, such as keeping toys away from the safety mat around the slide, and not to run inside.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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