

Balderton Pre-school (Chuter Ede)

Inspection report for early years provision

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Inspector Georgie Beasley

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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 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

Balderton Pre-school (Chuter Ede) registered in 2006. The provision is registered to provide day care for children aged between two years and eight years old. It operates from a modular building on the Chuter Ede Primary School site. The pre-school uses a main playroom, kitchen, office and toilet facilities. There are two small outdoor garden areas that provide for the children's outdoor activities. There is suitable access for adults and children with mobility difficulties and/or disabilities and provision for children who speak English as an additional language. There are at least six staff in attendance everyday and they have the required qualifications. The school has a positive relationship and partnership with the primary school on site and local Sure Start children's centre. They make use of the school facilities, playground and playing fields for some outdoor play during day care, after school and holiday clubs. The pre-school is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school opens between 09.00 and 15.15, Monday to Friday for term time only. There are 67 children on roll and up to 42 attend any one session. The school runs a breakfast club from 08.00 until 09.00 and an after school club from 15.15 until 18.00. There are 55 children aged from two to 11 years enrolled and up to 42 attend any one session. There is also a holiday club for children aged two to 11 years that operates during school closures and all school holidays except Christmas.

Overall effectiveness of the early years provision

Provision at Balderton Pre-school Chuter Ede is good and the varied range of learning activities are thoughtfully planned to ensure the children enjoy their learning. Relationships are very positive, all children are included and everyone gets along well when playing together. The staff team work very well together to ensure the safety and welfare of all children and promotes outstandingly well the children's understanding of the importance of keeping healthy. The older children who attend the breakfast and after-school clubs provide very good role models for the youngest children. Improvements since the previous visit are the result of good leadership and management. This ensures the commitment and capacity for the setting to continue to implement future improvements.

What steps need to be taken to improve provision further?

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

- ensure children's next learning steps in the assessment procedures are dated so that staff and the manager can track the children's progress more closely
- use assessment information to plan more specifically how to build on the children's previous learning in adult-focused and continuous activities
- ensure all policies identify clearly when they will be formally reviewed

The leadership and management of the early years provision

The leadership and management of the setting are good. Staff ensure that a full range of learning experiences effectively build the children's knowledge and skills and prepare them well for starting school. New assessment procedures ensure the children's progress is checked against the expected achievements for children under five. Adults know the children well and so plan activities that interest them and that build on their learning well. Each key worker considers the needs of each child in their group individually when guiding learning by adjusting resources, or giving additional support when joining in with their play. However, adults do not yet identify in planning when they will target the children's next learning steps highlighted in assessment notes.

Partnership with parents is good. Parents feel that their children are safe at the setting and are pleased with what the setting offers. Regular newsletters and notices on a board in the entrance give parents valuable information about the setting's work. Frequent surveys gather views, which the setting considers when planning improvements. Formal assessment records and observations are shared with parents so that they can contribute to the planning of future learning for their children.

The setting fully meets the current requirements for ensuring the children's safety and welfare. Policies and risk assessments are detailed and regularly reviewed, to ensure they are still relevant to the children's needs and that staff have the most recent information. Procedures for reviewing policies and do not include a date when reviews took place. Procedures to ensure that all adults are suitable and have the level of skills required to work with children are in place. Ongoing training ensures staff have the most recent information and enables them to gain additional qualifications. All staff have received up-to-date training in child protection and first aid, resulting in improvements in the way first aid is recorded and shared with parents.

The accommodation provides well for the full range of learning experiences. The indoor area provides enough space for practical play. There are quiet spots where the children can relax to listen to a story or look at a book with a friend or adult. The availability of two outdoor garden areas encourages the children to grow vegetables and flowers. They provide a safe environment for the children to be more physically adventurous and have shady places for quieter activities. The children often venture into the immediate community, such as going to the post office or using the adjacent school field for games and picnics. As a result, the children have a good knowledge of their local area and get to know the school staff and grounds before starting school.

The setting has successfully addressed the recommendations from the last inspection visit. The setting has moved to new premises situated on the primary school site. Most of the children in the under five group will transfer to the primary school at the age of five. Most of the children who attend breakfast, after-school and holiday clubs are pupils at the school. The move gave the setting a fresh

context for reviewing and adjusting policies and procedures and for planning the use of space and allocating resources to meet the children's needs. The operational plan now has specific actions for regularly evaluating and improving the setting's work. All staff were involved in implementing improvements. The children's achievement and progress are assessed closely in all areas of learning against national guidance and the information is used effectively when planning subsequent learning.

The quality and standards of the early years provision

The setting provides effectively for the children's learning and development and promotes their welfare well. The children have good personal and social skills and play well together. They clearly enjoy the range of activities on offer. Most children are good at initiating activities for themselves and many sustain their independence without the need for adult intervention. Adults make careful observations of the children's learning and identify what the children need to learn next, however, it is not clear from the planning documentation when and how the children will build on the specific next learning steps identified in these assessments.

The children have an outstanding understanding of the need to keep healthy because of the strong focus given to this aspect of learning. Children are meticulous when washing their hands before eating snacks or meals and after playing outside or going to the toilet, often without reminders from adults. Breakfast and cooked meals provided after school are healthy. Fruit and water are available throughout the day. The children in pre-school have a good understanding of how to keep themselves safe with only a few reminders needed about riding the trikes safely outside. They know they need to wear sun cream on sunny days and many independently find their sunhats before going outside to play. Before walking to the post office, the children in the rising-five group remember how to keep safe when walking along the footpath.

There is a suitable balance of learning experiences which cover all the required areas of learning. Some are led by adults and some are continuous activities from which the children choose themselves. Weekly themes add relevance to learning and match children's interests well. Adults work with the children on specific tasks, such as learning letter sounds and names, counting and recording the number of objects, or learning about food from around the world. When the children are playing independently, adults keep a watchful eye to ensure their safety and give gentle encouragement to enable them to achieve just a little more. For example, when sliding down the slide, they are encouraged to see if they can stand on their feet rather than landing on their bottoms. Adults give immediate and appropriate attention to any child who they notice needs any extra support or care. Children in the rising-five group build their skills well to help them 'get ready for big school'.

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?	1
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

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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