

# Bengeworth Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	205252
<b>Inspection date</b>	13/11/2009
<b>Inspector</b>	Rachel Wyatt

<b>Setting address</b>	Bengeworth Church Hall, 8 Broadway Road, Bengeworth, Evesham, Worcs, WR11 1BH
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<b>Email</b>	
<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**

Bengeworth Pre-School is privately owned and opened in 1994. It operates from a church hall in the Bengeworth area of Evesham. The pre-school serves the local area, with schools and shops nearby. There is a fully enclosed play area for outside play. The pre-school opens five days a week during school term times. Sessions are from 9.15am to 12.15pm and 12.45pm until 3.45pm. The number of sessions varies, depending on demand for places.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 40 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are eight members of staff, including the provider, who work with the children, all of whom have early years qualifications to National Vocational Qualification Level 2 or 3. The pre-school is a member of the Pre-school Learning Alliance (PLA) and provides funded early education.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well looked after and make good progress as the provider and staff recognise the uniqueness of each child and ensure their individual needs and interests are met. There are generally sound systems to ensure each child is fully safeguarded, kept safe and well, and makes good progress in all aspects of their learning. Planning for improvement and self-evaluation is effective to ensure the ongoing development of the pre-school. The provider, managers and staff are able to identify and address realistic targets for improvement and to successfully sustain these so that children and families consistently access good quality provision.

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

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

- improve the provision for children's outdoor activities so they are able to be outside on a daily basis
- implement changes to record keeping to ensure details are available of the address of every parent and carer who is known to the provider.

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

Children are fully safeguarded. The provider and staff understand their responsibilities to protect children from harm. Adults access relevant safeguarding

training and implement robust safeguarding policies so they effectively monitor children's welfare and take prompt, appropriate action if they have any concerns about a child. The pre-school's safeguarding policies are made available to parents and reflect current local and national safeguarding procedures. Children's welfare is further supported as the provider ensures all adults working with children are suitable and have relevant qualifications and experience. The group also has robust collection procedures and, in the main, obtains required information about children and their parents and carers. As a result, staff know who may have legal contact with each child and who has parental responsibility for them. However, in a few cases, required address details have not been obtained for parents who are known to the pre-school but do not live with their child.

The pre-school is well-organised. Effective recruitment, staff development and training procedures ensure adults have the appropriate skills, knowledge and experience, and understand their roles and responsibilities regarding the Early Years Foundation Stage. Children are safe, well looked after and enjoy rewarding activities and well-managed routines as the provider, managers and staff confidently carry out their roles as key persons and their other designated areas of responsibility such as safeguarding, special educational needs, health and safety and behaviour management. The care and learning environment is well-equipped and inviting, with effective use of space and well-planned and managed activities.

The outcomes for children are consistently improved because all adults confidently monitor and evaluate the effectiveness of the pre-school, taking into account children's needs and interests and parents' feedback. Realistic targets for improvement are identified and addressed, including tackling recommendations agreed at the last inspection. For instance, children's health and safety have been endorsed by the pre-school obtaining funds to install a thermostatically controlled water system in the toilets to provide better, safer hand washing, and to ensure refurbishment of the floor in the main room. In order to improve the use and impact of the group's risk assessments, the provider accessed training and advice, and works closely with the premises' management committee.

Provision for promoting equality and diversity is good. All those working in the pre-school are committed to narrowing the gap for different groups of children. For example, staff work well with parents and other agencies to provide effective planning and support for children with special educational needs and/or disabilities. Plans and activities are also adapted to take account of every child's learning needs, styles and interests. For instance, staff observe and successfully engage with children so their ideas are clearly understood and consistently used as part of the planning and organisation of activities and toys. Effective partnerships with parents and carers ensure they are well-informed about the pre-school's policies and procedures, and the range of activities and experiences offered to their children. Newsletters keep them up-to-date, for example, about staffing, topics and special events. Since the last inspection, the group has developed more opportunities for parents to contribute their views about their child's learning and development, including key persons meeting parents to discuss their child's skills, characteristics and family background and to review their child's progress.

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

Children make good progress and enjoy learning. They are eager to take part in rewarding activities. Their interest and enjoyment is enhanced by adults who chat easily to children, asking questions to develop their understanding, and encouraging them so they concentrate and persevere. Staff create an inviting, stimulating learning environment and make effective use of toys, equipment and resources to support children's learning. For example, children are busy and absorbed as they act out different roles in the extended role play area set up with a shop, café, hairdresser's, workshop, baby clinic and hospital. Group times are well-managed and enjoyable, so children listen attentively and take turns in speaking, whilst being encouraged to think and respond critically and to join in varied discussions. Sound assessment and planning systems successfully underpin each child's learning and development, so that their individual learning needs are promptly identified, including those who need additional help or challenges, so that activities, toys and resources reflect each child's next steps and interests.

Children develop good skills for the future. They settle quickly and are eager to learn, whether working with others or alone. They are sociable, and become increasingly confident and articulate speakers. Children enjoy looking at books and listen and respond positively to well-told stories. They develop confidence in mark-making, and in recognising initial letters and sounds and their own names. Children think critically, relishing opportunities to use numbers for counting or, along with shapes, colours and size, to work out practical problems. Children are curious and like investigating different materials. For example, they collect leaves and twigs for their collage of a hedgehog, regularly explore dough and sand, and enjoy using magnifiers and torches to examine various items around the room. They use a good selection of construction toys to find out how things fit together and work. Children are creative and imaginative. They really enjoy painting, collage work and modelling and take delight in putting their Christmas decorations on the tree and seeing their work displayed. They choose and join in songs and rhymes and are very enthusiastic about playing a good selection of musical instruments. Children behave well and the staff confidently work with those who find it more difficult to join in and play with others. Good use is made of visual prompts and props to help children listen, respect each others' space and take turns. Children are encouraged to be kind and helpful, including assisting with small tasks such as handing out name cards or putting away books. They contribute to fund raising for other children. They learn to respect each other's differing backgrounds and to appreciate aspects of the wider community through activities, discussions and using resources reflecting positive images of diversity.

Children's good health, well-being and safety are effectively promoted. Each child's health, dietary and cultural needs are clearly understood and fully met. If children become unwell, have an accident or need medication, they receive prompt appropriate treatment, and their parents are kept fully informed about their child's condition. Good cleaning and infection control procedures and well-managed toileting and hygiene routines ensure the risks of cross infection are minimised. Overall children develop a sound appreciation of features of a healthy lifestyle.

They become increasingly independent in seeing to their personal care and know why good hand washing is important. They make healthy choices about what to eat and drink during well-organised, sociable snack and lunch times. Children are energetic and enjoy regular physical activities indoors, confidently managing a range of equipment. However, whilst the pre-school is pursuing ways to improve outdoor facilities, children do not consistently have regular outside play. Children are looked after in suitable and safe indoor areas and use toys, furniture and equipment that are age-appropriate, safe and in good condition. Regular risk assessments and safety checks are used effectively to monitor and maintain safety, and children are carefully supervised to ensure sessions and routines run smoothly in safety. Children are also encouraged to behave in ways that are safe for themselves and others. They learn to use equipment and tools correctly and to develop spatial awareness. During activities, children and staff discuss different safety issues such as road safety, safe places to play and what to do in an emergency.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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