

Blisworth Pre-School

Inspection report for early years provision

Unique reference number	220219
Inspection date	05/10/2009
Inspector	Hayley Lapworth

Setting address	Village Hall Stoke Road, Blisworth, Northampton, Northamptonshire, NN7 3BZ
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Telephone number	0780 3662433
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Email	
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Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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.

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Description of the setting

Blisworth Pre-School opened in 1971. The nursery operates from a large community hall situated in the village of Blisworth, Northamptonshire. The group serves the children from the surrounding villages and the outskirts of Northampton. There are steps at the front entrance of the setting with level access to the rear.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for 26 children. There are currently 28 children on roll, all of whom are within the early years age range. The setting opens five days a week during school term times. Sessions are from 9am until 12noon on Mondays and Fridays with a lunch time club until 1pm on Tuesdays, Wednesdays and Thursdays. Children are able to attend for a variety of sessions. The setting is able to support children who have special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs four members of childcare staff all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Blisworth Pre-School provides children with a warm environment and a good range of experiences which enable them to make good progress in their learning. Strong links are established with parents and other professionals involved in supporting children's individual needs. Inclusion within the nursery is effectively promoted in most areas. Staff clearly enjoy what they do, they work well as a team and are very knowledgeable about the children in their care. They are aware of strengths and areas for improvement within the setting and work effectively together to continually assess and improve the service for children and their families. Overall measures are in place to prevent the spread of infection.

What steps need to be taken to improve provision further?

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

- make sure that procedures for children to wash their hands throughout the nursery help prevent the spread of infection
- provide further opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure and welcoming environment. They are safe because the staff are aware of their responsibilities with regard to protecting children. They are familiar with the Local Safeguarding Children Board (LSCB) procedures. The safeguarding policy underpins the good practice at the setting and is shared with parents. Effective procedures for recruitment are in place as each staff member's suitability is thoroughly checked before they have unsupervised access to children. Qualification requirements are exceeded and staff have many years experience.

There is a good capacity for improvement as a written self-evaluation has been completed. The manager and staff team are working together effectively to ensure that areas which need further improvement are identified. There were two recommendations raised at the time of the last inspection, both of which have been successfully met. The management provides effective leadership and the team share good relationships with one another promoting good quality care and learning for all children. Regular communication and weekly meetings ensure that staff are all well informed of changes and are given the opportunity to share their thoughts and good practice.

Equality and diversity is promoted well in most areas. Staff spend considerable amounts of time supporting parents and working with other professionals looking at how they can best meet the children's individual needs. However, on occasions children are not most effectively valued as their home languages are not included in their play and learning. Staff are aware of making links with other providers where children attend more than one setting.

Staff develop secure relationships with parents and carers. They value and encourage their contributions as partners in their child's learning. Systems are in place to ensure all parents have opportunities to communicate with their children's key workers. Parents hold this setting in extremely high regard. They especially value the developmental records completed by staff and photographs which capture their children as they are learning. Good use is made of resources and the environment to promote children's well being and learning. Staff are deployed effectively which means that ratios are well maintained throughout the session.

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

Children are provided with stimulating and challenging opportunities and are making good progress. They are happy, confident and inquisitive individuals who are keen to learn. Observations and assessments of the children's learning are completed by their key workers who effectively respond to their individual learning needs. Children's individual needs and interests are included in planning to ensure their continuous development is fully supported. Staff are knowledgeable about the learning and development requirements within the Early Years Foundation Stage

(EYFS) and have a secure understanding of how young children learn. Therefore, the children participate in many first hand experiences, which are both adult-led and child-initiated.

Communication and creative development are both strengths within this setting. Children engage easily in conversation with adults and converse with one another throughout their play. Many children confidently speak out in large groups and can identify their own name cards. Children thoroughly enjoy looking at books alone and listening to a story read to them by an adult. They show great use of their imagination when they act out the role of characters from a story. For example, after listening to a story about a builder, many children 'operated the dumper or fork lift truck' and 'built a house'. Whilst doing so they are presented with challenges that make them think, for example, 'how many bricks do we need' and 'how are we going to get inside if we have no door'. As a result, children are learning to solve problems and share their ideas.

Children's physical development is promoted very well. Space is effectively organised indoors so that children have opportunities to develop their physical skills on a daily basis. For example, they play on see-saw type toys, dance to music and use cheerleading pom-poms and ribbons to swirl around their bodies.

Good health and well-being is promoted most of the time. Information is provided to parents from a health nutritionist about 'good foods' to include in their children's lunch boxes. Children know why they need to wash their hands and share with the inspector 'it's to get rid of the germs from the toilet'. However, staff do not effectively consider the risk of cross-infection at all times as children occasionally share a sink of water to wash their hands. Children are learning how to keep themselves safe as they are regularly involved in practising the fire drill.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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