

# Baschurch Pre-School Group

Inspection report for early years provision

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<b>Unique reference number</b>	224035
<b>Inspection date</b>	16/11/2009
<b>Inspector</b>	Olwen Pulker
<b>Setting address</b>	Baschurch Childrens Centre, Eyton Lane, Baschurch, SHREWSBURY, SY4 2JN
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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*.

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**

Baschurch Pre-School opened in 1975 and since April 2009 is situated in a purpose-built early years centre alongside Baschurch Children's Centre, North Shropshire. All children have open access to a partially covered, enclosed outdoor play area and also have use of a large adjoining playing field. The setting serves the local and surrounding areas. The setting receives funding for the provision of free early education to three and four-year-olds. It is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The setting is registered to care for a maximum of 28 children at any one time and there are currently 53 children on roll aged from two to five years. Children can attend for a variety of sessions.

The setting is open each weekday and provides various part-time and full-time sessions from 8.00am to 4.00pm term time only. The setting supports children who speak English as an additional language. There are six members of staff working with the children. Of these, five hold appropriate early years qualifications. One member of staff is working towards an early years qualification. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Staff promote all aspects of children's care and welfare well. They understand children's individual needs and interests well and use this knowledge effectively in their planning. Consequently, children are making good progress towards the early learning goals. The partnership with parents and others contributes highly to ensuring that the needs of all children are met, including any additional support that is required. There are systems in place to evaluate practice throughout the setting and the capacity to make further improvement is strong.

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

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

- develop further the process of self-evaluation to cover all elements of the Early Years Foundation Stage resulting in the identification of improvements to be made in order to enhance children's welfare, learning and development in all areas.

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

There are clear policies and procedures in place to protect children from harm. There is a robust system in place for security, and main long-term risk assessments as well as rigorous risk assessments for trips are completed to ensure

the environment and activities both indoors and outdoors remain safe for children. Staff undertake checks on a daily basis to ensure the premises are suitable for the children's use. Clear and robust systems, such as undertaking Criminal Records Bureau (CRB) checks, ensure that staff are suitable to work with children. There are effective systems in place to ensure children are appropriately safeguarded. Staff are aware of their roles in safeguarding children and the correct procedures to follow in line with the Local Safeguarding Children Board (LSCB) guidelines.

Staff are highly motivated, enthusiastic and strive for quality which is evident through ongoing improvement and is integral to the children's learning, development and welfare. As a result of regular monitoring staff have in place action plans relating to the general welfare requirements and consideration is given to the views of parents and children to ensure a quality service is provided. However, the setting only recently begun to use a system of evaluation which clearly identifies the strengths and weaknesses to highlight the main areas for improvement.

Excellent relationships have been established with parents who are encouraged to comment on all aspects of the setting through questionnaires and the 'suggestions box'. Comments received at the inspection and feedback from the questionnaires are highly complementary. The setting provides parents with detailed written information about business and care arrangements. The key person system helps staff meet the needs of individual children well and provides a strong link with home, through daily diaries and verbal exchange of information. Links with others are also highly effective in helping children develop skills for the future by preparing them for the transition from the setting to school.

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

Children's welfare is promoted well. Staff are vigilant and show suitable regard for children's health and safety. Children are developing a clear awareness of how to keep themselves healthy and safe through their daily routine and staff input. Children routinely put on safety helmets before riding on wheeled toys and their learning about keeping themselves safe is further fostered as they are involved in the fire evacuation procedures of the setting. They know to wash their hands before eating and after messy play and talk about this with their peers and the staff saying 'I have to wash my hands to get rid of germs'. The setting promotes healthy and nutritious snack and meals. Children are encouraged to make healthy choices about what they eat and drink. They are developing their knowledge about how exercise affects their bodies as they feel their increasing heart beats during sessions of physical activity.

Children are able to play and learn in a bright, child-friendly and welcoming environment. They are provided with an interesting range of play and learning opportunities and are able to independently access a selection of resources as these are easily accessible in trays and boxes at the children's level. This enables children to make choices and direct their own learning and play. Children are provided with sound opportunities to help them make good progress across all

areas of learning and development. Staff use their clear knowledge of individual children's interests to plan a flexible programme of play opportunities. Children respond readily to activities and are keen to engage with staff who regularly praise and congratulate them on their progress and achievements to develop their confidence and self-esteem. There are good systems in place to support children who have English as an additional language. Staff employ effective strategies to manage children's behaviour. Consequently, children behave well; most share and play companionably together and are learning to be mindful of others' feelings.

Staff use diverse questioning and consolidation techniques to prompt children's critical thinking and independence. This encourages children to use their skills in a range of situations and for a range of purposes. Staff use observational assessments well to plan for the future learning of children. The setting works closely with parents to gather necessary information in order to meet individual needs, recording details of children's physical, dietary needs and routines. Information is also sought about children's experiences, what they know and are able to do when they first attend the setting. This information informs effective planning from the outset. The setting shares information with parents about their child's progress, themes and topics and actively encourages them to be involved in their children's learning.

Children are content as they play. Staff interact appropriately with them; they maintain eye contact and get down to the children's level as they play and talk with them. Children enjoy singing songs of their choice and most listen intently as staff read stories. Children have easy access to books which they look at independently in a quiet, comfortable reading area and the setting operates a book lending scheme to extend children's interest in reading and continue their learning at home. Writing materials are freely available and children proudly show what they have accomplished, for example, a drawing of 'a big fat tummy' or a child's name written 'without any help' on a piece of art work. Staff make good use of daily routines to extend children's use of numbers and problem solving, such as, counting the number of children sitting at the table for snack, how many beakers are needed and how many are left.

Children delight in being able to spend much of their time playing in the fresh air where they continue to be actively involved in various table top activities and have good access to wheeled toys to develop their physical skills. They grow vegetables, fruit and herbs and gather fallen leaves to add to the compost bin 'for the bugs to eat'. They also know that their plants need water and light to grow. Children benefit greatly from visits to a Forest School and staff are introducing similar activities to the setting, for example, creating a 'hide' for watching the birds at the feeders and having a log pile for insects and bugs. Children become involved with the local community as they visit the elderly sheltered accommodation to take harvest thanksgiving food parcels. Following a discussion with children about where they live the setting has obtained a laminated Ordnance Survey map of the area so that children are able to mark where they live in relation to their friends and other places of importance to them, such as the Forest 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*

### 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	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1

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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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