



## **Bollinbrook Pre School**

Inspection report for early years provision

<b>Unique Reference Number</b>	304984
<b>Inspection date</b>	19 September 2005
<b>Inspector</b>	Teresa Ann Clark
<b>Setting Address</b>	Bollinbrook C P School, Abbey Road, Macclesfield, SK10 3AT
<b>Telephone number</b>	01625 423652
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<b>Registered person</b>	Bollinbrook Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bollinbrook Pre School is a registered charity and opened in 1989. It is situated in a mobile classroom within the grounds of Bollinbrook Primary School in the town of Macclesfield.

A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.45 during term time. Afternoon sessions are flexible in accordance with demand. Children have access to a secure enclosed play

area.

There are currently 27 children on roll including 23 who are in receipt of nursery education funding. Most children live in the local area. The pre-school supports children with special needs.

The pre-school employs four members of staff, including three who hold relevant childcare qualifications and one who is working towards gaining a recognised qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are developing a good understanding about the importance of healthy practices through effective staff explanations and planned activities. Children show a very good understanding of why they need to wash their hands as they explain it gets rid of germs. Staff follow good hygiene practices such as cleaning tables before children eat and checking toilets are clean. This contributes to children's good health and reduces the risk of infection. Children talk about having a bath or shower to keep themselves clean. They are beginning to understand how to keep their teeth healthy by regular brushing and avoiding sugary foods. There are effective arrangements in place for children who are sick to reduce the spread of infections.

Children develop a positive attitude towards exercise through stimulating indoor and outdoor experiences. Children use a good range of equipment such as climbing apparatus, bats, balls and wheeled toys to help promote their strength and co-ordination. They develop their physical skills using a range of tools including scissors, pencils and paint brushes.

The provision of healthy and nutritious snacks promotes children's growth and development. They have access to drinking water throughout the session to keep themselves refreshed and hydrated. Snack time is a relaxed occasion where children develop their social skills through conversations with staff and each other. Children enjoy the responsibility of being the helper, giving out the plates and snacks to each other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Risks of accidental injury to children is minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Children benefit from a good range of safety measures, for example heater covers, fire extinguishers and a secure outdoor play area. They develop a clear understanding about safety in the setting, through practicing emergency evacuation procedures to keep themselves safe in the event of a fire. Staff give children gentle reminders about not running and sitting on chairs properly in case they hurt themselves. Children learn about road

safety through role play activities. They are learning to keep themselves safe when in close proximity to dogs as they prepare for the guide dog visit.

Space and resources are well organised to allow children to move around the setting freely and make choices about their play and learning. Resources are stored at child height and labelled which enables children to add resources to their play and change activities throughout the session. Children use a very good range of high quality toys and equipment which are safe, stimulating and provide appropriate challenges.

Children are well protected from possible abuse or neglect. Staff attend training in child protection and are fully aware of the types of abuse and signs to look for. They have a good understanding of the procedures to follow but the child protection statement is not based on the Area Child Protection Committee Procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the pre-school and achieve well because staff are skilled and have a good understanding of the age and stage of development of the children who attend. Children enter happily and eagerly greet staff and their friends. Those who are new to the pre-school settle well because staff are sensitive towards their individual needs. Children confidently select resources for their play ideas and move freely around the stimulating learning environment. They demonstrate good independent learning skills. They link a long row of camels on the floor and lie down beside them to compare sizes. Their curiosity and eagerness to play and learn are fostered through the well organised provision of choices of play and enjoyable circle times. Children enjoy each others company and form friendships. When exploring paints, two children squeal with laughter as they mix paints on their hands and make hand prints saying 'It's funny'.

Children thrive from strong relationships with staff, who are very interested in the children, asking questions to make them think and responding with praise and encouragement. This fosters children's self-esteem and confidence. All children have their care needs well met through the daily routines and the time given by staff to each child to support and encourage their well-being. Early communication skills are extremely well supported through high quality adult-child interactions. Children's development is monitored through detailed observations and assessment records, which are kept on each child. However, these do not clearly show planning to develop children's individual next steps in learning.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress because all staff have a secure knowledge of the Foundation Stage. They have a good understanding of the age-related expectations and what children need to achieve. They provide a very good range of interesting, well planned activities which cover all areas and have clear intended learning outcomes. Children have access to a wide range of well chosen resources to support their learning. Children persist at their play for good periods of time. They concentrate intently at group times that are well

focussed by staff to encourage their sharing and listening skills. Their desire to learn is stimulated by the exciting activities which provide good first hand experiences. The staff provide opportunities for children to work together, for example making displays and models, which develops their confidence, independence and communication skills. They demonstrate good physical skills as they move their bodies with increasing control, pretending to be different animals jumping into the pond.

Children are making good progress in all areas of learning supported by skilful teaching that effectively stimulates their curiosity and motivation to learn. Children confidently add resources to their play such as the dinosaurs to the sand and ask staff if they can change the trains for the garage and cars. They are developing their communication, language and literacy skills as they use a good range of vocabulary to express their ideas in circle times and recall and anticipate stories. They enjoy listening to stories which are brought to life with the use of props. They successfully use size language in their play for example, big, little and massive. They competently count to 5 and beyond with more able children recognising numbers up to 10. Their understanding about measure is developing as they compare sizes of themselves and staff with their line of linked camels.

Children enjoy exploring paint and different media to express their own ideas. They mix colours well and apply them using brushes confidently. Children know that red and green make brown. They mix paints on their hands and describe how it feels; 'It's squidgy'. They develop their imaginative skills as they act out roles in the home corner, vets and dentists. They enjoy caring for their new friend, the pet dog from the North Pole. They are building up a repertoire of songs and some children confidently stand up and sing songs to the group. Visitors to the school talk about their work and lives. Visitors include the nurse, dentist and blind lady with her dog. They learn to care about the environment as they talk about litter and water the plants. Children are excited picking the carrots and strawberries they have grown.

### **Helping children make a positive contribution**

The provision is good.

Partnership with parents and carers is good. Parents build strong and trusting relationships with staff which contributes significantly to children's well-being in the pre-school. Parents views about their child's needs are actively sought before they start at the setting and on a regular basis throughout their time there. This provides continuity and consistency of care for children. Staff ensure that all parents know how their child is progressing and developing. Children's activities and learning experiences are shared with parents through well written informative newsletters, individual reports on progress and at daily handovers. Children greatly benefit from the involvement of their parents in helping out at the setting and supporting activities with resources from home. The good links with the school help children make an easy transition. They are familiar with the environment as they regularly visit the school for physical activities and special occasions.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality. Children with special needs are fully included with their

needs identified and met by staff in consultation with parents and other agencies. They make good progress through the effective use of individual education plans. Children develop a positive attitude towards others and have good opportunities to learn about the wider world and community through topics, activities and a good range of resources to promote equality of opportunity.

Children's behaviour is very good. Staff support younger children in sharing and turn taking. They have high expectations and set consistent boundaries which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is fostered as they respond to gentle reminders and through staff encouragement to make the right choices. Staff are positive role models for children. They are courteous and use consistent praise and encouragement to foster children's self-esteem and confidence. Children are learning to be caring towards each other with the use of special words such as 'Kind, sharing and helpful'. They are well mannered using 'please' and 'thank you' to each other. This positive approach fosters children's spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is good.

The pre-school benefits from good leadership and management. The setting is well organised with space laid out to maximise play opportunities for the children. Staff are effectively deployed and consistently interact with children to support their learning which helps them feel secure and confident. Children benefit from a well structured day with clear and effective routines to ensure they enjoy their time at pre-school. All legally required documentation which contributes to children's health, safety and well being is in place. Most policies and procedures include the necessary details. They work well in practice and are applied consistently to ensure the provision operates smoothly and effectively.

Children's care and education is enhanced by the highly committed staff team who are well led and work cohesively as a team. They regularly review the provision and are committed to improving their practice through training. Children are cared for by experienced and well qualified staff. The good quality provision means that overall the pre-school meets the needs of the children who attend.

## **Improvements since the last inspection**

The previous care and nursery education inspections recommended that risk assessment were dated, the procedure to be followed in the event of an allegation against a member of staff to be included in the child protection policy and a statement about bullying included in the behaviour management policy. The pre-school was asked to consider staff development by delegating tasks and areas of responsibility within the setting.

The risk assessments are now clearly dated. A statement about the procedures to be followed in the event of an allegation against a member of staff is included in the

child protection statement and a statement about bullying has been included in the behaviour management policy.

Staff work well as a team. They have clear roles and responsibilities and are involved in all aspects of the care and education which ensures children receive consistent good quality care.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the children's assessments and the planning to show clearly what children are to learn next (also applies to nursery education)
- ensure the child protection statement is based on Area Child Protection Committee procedures and is made available to parents.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above.

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